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Volume 123 APRIL, 1940 Number 4

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The Editors Say . .

You can't teach an old dog new tricks. Neither can you teach the Old World to give up war. For one thing, the Old World is not going to listen to you. But you have in the seats in front of you a portion of the New World. And that's an opportunity to be envied.

▼

Queer—isn't it?—how many different ways we have to turn education, different lights in which we have to examine it, to be sure it's really the thing we want. How simple our job would be if education came in standard packages. Then when a community ordered so many dollars' worth of it, just the right amount in assorted sizes could be delivered to the schools for distribution. Instead of that simple process every individual child has to be fitted to a made-to-measure suit of education that may or may not be what he needs. Relativity formulae have nothing on those of education for complexity.

▼

If you are doing something out of the ordinary in your school or schools, won't you let us know about it? We are always on the lookout for "How" material. If you are not so Howish yourself—not doing the exceptional—you may be able to tip us off about some one else who is that way. Let's conspire together to print as many good experience articles as we can find space for. Are you in favor? Then do your bit of writing or of tipping, please!

▼

By the way—and not too incidentally either—we urge you to read the advertisements for clues to better education. Also, please, to mention this JOURNAL by name when you write to our advertisers. They help to make the publication of the magazine possible.

We hope this issue will bring you as much of interest as our March issue appears to have brought—to judge from the letters we have received about it.

But why detain you longer in the vestibule?

A Three-Year Course Providing A Two-Cycle Treatment of Junior High School Science

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By **Frank Reh,** Principal, Sumner Junior High School, and **Frank M. Wheat,** Chairman, Biological Science, George Washington High School, New York City

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The JOURNAL of EDUCATION

ANSON W. BELDING, Editor

VOLUME 123 BOSTON, APRIL, 1940 NUMBER 4

EDITORIALS:

World at Lessons

Blitz-Bludgeoning

With an unexpectedness and speed that left everyone gasping, the Nazis on April 8th occupied Denmark and seized a half dozen ports of Norway.

This audacious action, comparable in treaty-breaking infamy with the invasion of Belgium in 1914, definitely ended the deadlocked phase of the war and inaugurated a new phase of fiercer intensity.

Norway in the permanent grasp of Germany would become a raised war club over England. Hence the immediate struggle of the Allies to wrest that club from Germany's grip before the Norwegian ports can be turned into effective air and naval bases by the Nazis. The North Sea and the coast of Norway promise to be the main battleground from now on—until the unpredictable again happens.

To imagine that the outcome of this war does not concern the United States is to be blind indeed. To have a morally irresponsible power such as Hitler's overrun the earth as it has already overrun parts of Europe would give plenty of worries to the most isolated of our isolationists.

Why Some Prefer C's

Students who harvest a crop of A's each time reports come out awaken one day to realize that their scholastic triumph brings them unpopularity among their mates.

A certain lad of twelve in a Boston suburb has been learning the disadvantages of A's to his sorrow. Twice after his high grades have been revealed he has been set upon and beaten, first by three boys, then by seven.

In vain had the lad's father pleaded with the teacher not to give him so high marks. The teacher replied that when a boy gets all his examples right on an arithmetic paper there's no choice but to mark him "100."

Failing in that quarter, the boy's father has taken him to a boxing teacher to learn self defense.

There may thus have been a little something about the boy besides his high marks to invite aggression.

All of us, educators and pupils alike, need to recognize the fact that individuals are all different, that none are possessed of all the talents, that weak points can be strengthened without neglect of strong points which are to be one's principal stock in trade for life's business.

Traditional marking systems have put too much emphasis upon scholarship alone. Scholarship is still desirable. But it is not everything. There are times when an A-plus in pugilism may do more for one.

Release Needed

To the nine or ten million unemployed in this country it matters less that business be reformed than that it be resumed, and resumed with enthusiasm and vigor. This is not said in disparagement of reforms already enacted, most of which were needed. But it is a cold and inescapable fact that business leaders both large and small hesitate to extend existing enterprises or to launch new ones in a period of legislative tinkering.

Professor Philip Cabot of the Harvard Graduate School of Business Administration was expressing much more than a politically colored viewpoint when he stated recently that "Today the rules of business are not predictable. A choice must be made now between reform and recovery. If you want private industry to take up the slack of unemployment you have got to make it possible for business to do it, and if you don't make that possible you have got to resort to some form of autocratic government to solve the unemployment problem."

This states the dilemma clearly.

Sally Won't Teach

Let us consider for a moment the case of Sally—a young woman, bright, attractive, eager for life. She is just the sort of person who would make a first-rate teacher. The schools need her type.

Sally looks over all the available facts about careers. Nothing appeals to her so much as teaching—except for one point. But that point is decisive. She will not go into teaching.

Sally reasons this way. Some day she would like to marry. And if she becomes a teacher and just the right man comes along who has a job but, as in so many cases, a job that does not pay enough for two to live on, Sally cannot marry him. The minute she does, her own position in the schools will cease to be. Sally is too sensible to let this happen.

She will let other girls go into teaching. A good many of them will be lacking in certain fine qualities that Sally possesses.

But this is part of the price the pupils, as well as Sally, must pay for this current obsession against the employment of married women teachers.

Economic conditions are but a lame excuse for a policy that not only ends the professional careers of good teachers already in the schools but prevents many a promising young woman—like Sally—from entering the profession at all.

This Neutrality

When our envoy to Canada declared the other day that the fortunes of the United States are dependent on the success of the Allies, he was rebuked by isolationists in Congress and—a little later—by Secretary Hull, for making indiscreet remarks on controversial matters.

Next day, however, our War Secretary emerged from a conference with the President to say that 2000 military planes ordered for the United States army would be released to the Allies—on the ground that our plane factories have now stepped up production to a degree that makes it unnecessary for the army to keep a large reserve of planes on hand.

Thus with official action we aid the Allies while with official words we seek to avoid suspicions of bias. Maybe we are what Italy defines as "not neutral but simply non-belligrent."

The Bear's Grab

For three and a half months the world stood in awe and admiration of little Finland, pitting its armed strength against an aggressor a hundred times as powerful—on paper. It was an open-mouthed awe and admiration, indicating a flow of sympathetic words, perhaps, but general bewilderment and unreadiness to act. Finland was performing miracles. But as one Finnish leader said, "You cannot expect mass production of miracles."

Soviet Russia has enforced a hard peace. Finland loses a strip of territory of great industrial value; a territory whose defensive value was learned by the Russians at enormous cost.

Is it another Munich? This no one outside of Moscow can rightly answer. Finland is in almost the identical situation that Czechoslovakia found herself after Hitler had taken his first bite. What is to hinder the Soviet from taking a second bite that will end Finland as an independent nation and one of the finest on earth?

The bear has every reason to be ashamed of himself just now—but lacks all sensitiveness to anything but the glow of an appeased stomach.

The failure of other nations to send enough assistance to Finland to prevent defeat can be viewed factually or complainingly as one chooses. The Finns themselves prefer to make allowances for their neighbors to the West and to center the blame on the Reds. In this the Finns are characteristically clear-headed, as well as kind-spirited toward their delinquent friends.

It is one thing to watch wars as a chess game, noting with interest the strategy of each move until the final outcome. But it is quite another thing to consider what it all costs in human suffering and death and in society's further brutalization. This latter aspect is the horror of it.

Meanwhile the Finns are entitled to whatever satisfaction there is in being recognized as the bravest of modern nations.

Crime Prevention Next?

The schools of this country are to be congratulated upon their achievement in the name of safety. A record of 62,000 young lives saved between 1922 and 1938, while the accident death rate for adults continued to mount—is impressive and encouraging.

Safety is not one of the Three R's. Modern circumstances pointed the necessity of adding it to the curriculum. The fact that so great success has been attained in this area of practical learning suggests the likelihood that more can be done than is being done in certain other areas. Crime prevention would be an excellent next objective. Not that the task is a simple one. It is far more complex than to train for safety. The schools have been concerned for years with the building of character, the only real deterrent of criminality. The very difficulty of a crime-prevention crusade renders it all the more challenging.

The child learns to save his own neck because it is his own neck he is saving and the gain is obvious. Teaching the child who has a socially distorted viewpoint to shun crime, when to his myopic vision it appears to pay, calls for a much deeper pedagogic strategy and the mobilizing of all available moral and mental forces.

Difficulty of Peace

If the Germans win the present war, the last thing to be expected is a benevolent peace. If the Allies win, will they—in fact, how can they—offer such a peace? And unless there is an amicable peace, the ending of this war will be only the beginning of the next.

Mental Balance

It was said of two French statesmen, Messrs. Poincare and Briand, that the former knew everything but understood nothing, while the latter knew nothing but understood everything.

The distinction between knowledge and understanding is an old one. And rare indeed is the person whose mental makeup does not lean to the one side or the other of these two opposites.

The Why of Administration

VIERLING KERSEY
Superintendent of Schools
Los Angeles

"Administration is a reciprocal relationship. Teachers help administrators administer, and administrators help teachers teach."

SEVERAL points of view have prevailed concerning the place, the importance, and the functions of administration in a public school system. What these points of view have been in the past has been due to the current purpose and significance of administration during various periods.

Originally, administration grew out of necessity and concern regarding the direction and objectives of education. Sometimes this concern about administration pertained to the place of administration in organizing an educational program. In this connection, it seemed that the function of administration was to organize schools so that they would have a kindergarten program, an elementary school offering, a junior high school system, and a senior high school plan. Organizational functions during this period were, and in many localities still are, the major responsibilities of administration but organizational functions alone should not constantly and continuously justify administrative offices and officers in public education.

Another time, administration in education has been concerned with the problems of educational costs and educational finance. This is a more constant responsibility of educational administration than is the one of educational organization. While problems of finance are becoming increasingly important, yet it is very definitely true that administration should not find its major function centering entirely around problems of finance.

The major purpose of educational administration is instruction. Administration cannot justify itself, nor any of its parts, if it does not bear direct relationship to teaching. We are constantly aware that teachers desire to improve their teaching. It would indeed be a mistake to assume that the only ones interested in seeing teaching improved are administrators and supervisors. In our schools the most earnest expressions of desire to improve teaching come from the classroom teacher. Administration, therefore, is responsible for the sponsorship and the conduct of a leadership program for the improvement of teaching. The improvement of teaching comes from without and it comes from within. It comes from without the individual teacher and from within the individual teacher. It comes from without the school system and from within the school system. The first measure of success of an administrative program is whether or not it promotes, develops, and capitalizes the improvement of teaching from within. The second measure is whether or not it promotes, develops, stimulates, encourages, and directs the improvement of teaching from without. Any administrative program or setup that does not center its functions around the improvement of teaching is truly sidetracked from its main responsibility.

▼

Therefore we must conclude that democratic school administration involves two most important factors: one is leadership and the other is participation. All of us are involved in democratic school administration. There is no such thing as preparing a democratic administrative procedure, passing it out, and watching it work. There has been but slight evidence that democracy makes any progress without leadership. There is no progress without participation.

Since the major purpose of educational administration is instruction and since the problem of professional growth is one of great significance within the field of instruction — methods, techniques, and plans for the improvement of teachers in service should be among the major concerns of administration. Two factors are of particular interest to us in all that goes to make up a professional growth program. One factor appears in the form of an answer to the question: what are the activities, the experiences, the study programs, the travel plans, investigative researches, and the creative efforts that make up an acceptable professional growth program? The other factor is found in the answer to another question: how will the activities we carry on, the travel we plan, and the creative expression we produce fit the pattern of requirements which we must meet in order to earn a degree, to renew a credential, to advance in the merit system basic to promotion, and to secure advanced degrees, credentials, or status? These two questions and factors involve many problems with extended ramifications before an answer can be found. Both are subject to and should be exposed to wide discussion, consideration, and explanation. Current trends indicate a desire for professional growth predicated mainly upon individual judgment. Certainly, within reasonable restrictions, the individual teacher is in a more favorable position to determine what course of activity will result in the most effective and comprehensive improvement than can be found in a traditional program of courses and lectures to be taken, mastered, or endured.

It is assumed, of course, that teachers and administrators employed for service to children shall measure up to a fine prerequisite training before being admitted to service and that excellent personality make-up be a major qualification for such admission. In the make-up of each teacher there should be found an ability to practice a bit of introspection, discovering thereby strengths, weaknesses, major interests, and ambitions to be attained in service. These point the way, specify the type, and stimulate the accomplishment of professional growth. In addition, those around us should with kindness, helpfulness, and real guidance advise us as to what would be a constructive professional growth program.

One phase of the in-service-training program for Los Angeles is what is described as the Teachers' Institute Program. This Institute for the school year 1939-40, extending from October 2 to December 16, was under the theme of THESE UNITED STATES and was composed of more than 450 sessions, of which about 50 may be described as field trips and 15 general lectures. The subject and the plan for each session was suggested by teacher groups, teacher organizations, administrators, divisions and sections of the school department, Parent-Teacher Association, and interested school and community groups. The result therefrom was a very broad and stimulating program of sessions and experiences developed through democratic techniques enthusiastically received and attained because of its foundation upon individual and group needs and interests. Such a program for professional growth helps to eliminate the gaps between school administrators and the teachers in our schools. Certainly there should be no such gaps. A free exchange of ideas, suggestions, judgments, experiences, and social relationships builds for understanding, acquaintance, and cooperation. Energies should be specially directed toward the elimination of unfortunate and unfair condition which may result when a school organization becomes so large, so mechanized, and so systematized that personal, human, and friendly interrelations are crowded out. There is no substitute for face-to-face consideration of problems. Acquaintance has no equal in dissipating misunderstanding and lack of confidence.

◆

Administration in education is something that is not apart from teaching; it is a part of teaching. Administrators are not agents who work in offices and do not contact the teaching situation or the teacher with all the worries and responsibilities that go with teaching. Administrators are and must be concerned with teaching, how it is done, and how it can be improved. Administration is a reciprocal relationship. Teachers help administrators administer and administrators help teachers teach.

Administrators find expressions of leadership in teaching which are of great advantage to other teachers. Teachers find in administrators human qualities which stimulate, guide, encourage, and direct better teaching. Until we are thoroughly familiar with the reciprocal aspect of administration, we as teachers and we as administrators will not be advantageous to each other and consequently children in our schools will not have as great an opportunity as otherwise.

◆

Let us then realize that administration and teaching are human in every respect and are founded upon cooperative relationships. They extol qualities of understanding, kindness, patience, mutual helpfulness, and fairness.

No one must more proudly extol the position of the teacher than the administrator. To no one should the teacher look for more constructive guidance, help, and encouragement than to the administrator.

A Tribute to the Teacher

The teacher is a prophet.
He lays the foundation of tomorrow.

The teacher is an artist.
He works with the precious clay of unfolding personality.

The teacher is a builder.
He works with the higher and finer values of civilization.

The teacher is a friend.
His heart responds to the faith and devotion of his students.

The teacher is a citizen.
He is selected and licensed for the improvement of society.

The teacher is a pioneer.
He is always attempting the impossible and winning out.

The teacher is a believer.
He has abiding faith in the improvability of the race.

Joy Elmer Morgan.

That St. Louis Survey

The attempt of Dr. Strayer's experts to set goals for public education ten years hence—as summarized in this Journal for February—has evoked the following comments pro and con.

WALTER F. DEXTER

State Director of Education
Sacramento, California

The St. Louis School Survey Report indicates an important movement in modern education. A few years ago we were satisfied with our work if we felt reasonably sure that we were teaching children to read efficiently, figure accurately, spell correctly, write legibly and speak effectively, but now we recognize the fact that if we are to succeed as educators we must teach children how to live satisfactorily. This involves not only a program to be followed during the years they are in school, but it has to do with the life they are to live throughout the years.

In view of this fact, it is heartening to find a group of people willing to outline policies, establish ideals and define aims in order that they might determine through the processes of education the nature of society of the future. We have come to believe that we cannot have what we should enjoy unless we know what we want. The St. Louis School Survey definitely hurls this challenge to the educators of the country. So far as I am concerned, I firmly believe that we should think in terms of cooperative individualism rather than selfish individualism on the one hand or totalitarianism on the other.

CARROLL R. REED

Superintendent, Minneapolis

The St. Louis survey report represents a synthesis of much of the best educational theory and practice of the past two decades. We have found it to be of such value that we have used it in our high school principal group as a sort of standard for a self-survey and also as a basis for discussions in supervisors' meetings.

The recommendations embodied in the survey report are consistent with the aims and purposes of education in a democracy which were stated by the Educational Policies Commission and which have been generally accepted by the profession. The recommendations are all pointed toward closing the gap which exists between educational theory and practice.

Accepting the thesis that the school must be an active force contributing to the solution of problems which now confront democracy, it is inevitable that the major emphasis should be placed upon the curriculum. Here again, emphasis is directed, not upon the accumulation of knowledge as such, but upon its practical applications and upon the changes which are induced in the children. Throughout the report, the recommendations are aimed to make instruction less formal and more meaningful by relating it directly to the lives and the needs of the pupils.

Important, too, is the emphasis which is placed upon the relationship which exists between the schools and the citizens of the community. The interdependency of democracy and education are recognized. Not only should the schools prepare for citizenship through the training of children, but they should remain close to the people through a continuous program of adult education. Recognition is given to the fact that "No school system can rise much above the level of the people who maintain it."

Some of the recommendations made in the report will no doubt accelerate trends which have already made themselves manifest. Among these are the tendencies toward annual promotions and the reduction of failures almost to the vanishing point. Another is the trend toward sanity in the use of tests and test results. The trend will be more and more toward the use of intelligence and achievement tests as clinical and instructional devices. The gentle rap at homogeneous grouping may arouse controversy in some quarters.

The recommendations for changes in the secondary school curriculum are especially pertinent and will find general acceptance. The specific type of organization for carrying out this program will probably continue to vary a good deal from one community to another. As the reduction in the number of school children, which has been experienced in the elementary schools in most large cities, becomes increasingly apparent at the junior high school level, it may be that the four-year junior high school, which is recommended, may find acceptance in many cities. Until improved methods for financing education become general, however, the extension of the secondary school by two years will proceed slowly. This particular reorganization also involves many problems of specialization in the secondary school curriculum, which will need to be worked out before it can succeed.

The recommendation for increasing the effectiveness of teaching by reducing the size of classes in both elementary and secondary schools can be more readily accomplished. During the past few years, with the decrease in elementary school pupils, the trend toward smaller classes has been definite, and the average of 35 pupils recommended in the report may be actually reached within a few years.

RALPH C. JENKINS

President, Danbury (Conn.) State Teachers College

I am one of those who took advantage of the fact that the St. Louis Schools were kept open for visitors during the week of the superintendents' convention, and spent an entire morning visiting the Harris and Stowe Teachers Colleges. The Strayer survey had nothing to say about the teacher education function of these colleges but did make recommendations concerning the junior college function that both of these colleges are performing.

Harris Teachers College for white students and Stowe Teachers College for negro students are both accredited as four year, degree granting institutions by the American Association of Teachers Colleges. Harris Teachers College is also accredited as a Junior College by the North Central Association of Colleges and Secondary Schools. Only women attend the teachers colleges, both men and women attend the Junior College Divisions which are organized right with the Teachers College classes of the first two years and in addition to a Pre-A.B. or B.S. curriculum offer Pre-Engineering, Pre-Medicine, Pre-Dentistry, Pre-Nursery, Pre-Journalism and Pre-Law Curricula. Stowe Teachers College has a new building ready to occupy in another month.

The Strayer Survey recommends extending the high school program through two years of junior college work. In view of this, what will be the future of the two municipal teachers colleges? One person's guess is, I suppose, as good as another's. But in guessing I can qualify as an expert at least to the extent that I am 1,000 miles away. My guess is that the Stowe Teachers College, in the absence of other strong colleges for negroes in St. Louis, will before many years develop into a municipal university for negroes. The Harris Teachers College, faced by the competition of two strong universities already located in St. Louis, will continue for many years performing a dual function, that of meeting the needs of junior college students and that of prepairng the fewer teachers employed annually in the city elementary schools.

Both of these teachers colleges are already far on the way to becoming general colleges. The junior college function, coming in as the dog's tail, is likely in a few years to begin to wag the dog.

E. W. BUTTERFIELD

Superintendent,
Bloomfield, Connecticut

The fallacy of putting off till tomorrow what some one else should do today.

I have surveyed so much and been surveyed so often that I know the formula perfectly.

(1) Speak with polite superciliousness of the past.
(2) Declare the present an awful mess.
(3) Present what looks like a bottle of Lydia E. Pinkham's best with the assurance that if the directions are implicitly followed, in ten years there will be a happy family with many children.

George D. Strayer is the greatest surveyor in the world, his triennial survey staff bounds with enthusiasm; and the St. Louis Survey runs true to the formula.

Yes, but there is a young man in Joplin, Missouri, who in 1950 will be the nation's chief superscrutinizer; there are eight sad looking lads, now high school juniors, from Wyoming to Texas who will be the exotic survey staff, and they will survey the Edenlike St. Louis that Strayer has promised.

How they will laugh! They won't laugh at the children or at the city; they will follow the formula (See 1, 2 and 3 above) and will see through a glass clearly St. Louis and a Golden Age in 1960.

I am not criticising this very excellent report nor its general recommendations. I am protesting all surveys that assume that any future decade will pay even slight attention to our attempts to determine what it may think or how it shall live. This is the one generation for which we are responsible and the only one which we can improve. Long time planning is sometimes a phrase to avoid immediate responsibility.

Now that Progressive Education —a religion for those who accepted conversion—is on the wane we may recall that when a crusader begins to strut he becomes ridiculous. When Dr. Mary Walker demanded that hospital doors be open to her she was a heroic figure but when she put on pants she looked silly.

The St. Louis Survey implies, No Textbooks. Progressive education, heroic when it declared that the child was more important than the book, is now pulling on Mary Walker's Pants.

No text books! Since 1930 boys and girls have improved slightly in manners, none in ability. Teachers are more patient and somewhat better protected. Teacher training has been stretched out but has not improved at all and the school superintendent's position has become a hazardous ocupation.

We stopped buying text books in 1930 for appropriations had shrunk. In the decade, of all educators the text book publishers are the only ones who have shown consistent courage. They shelved all old books. They engaged the most experienced teachers and the best scholars in America to write new ones. These books are better than teachers colleges, more courageous than superintendents, better dressed than the teachers themselves.

The survey as summarized in *The Journal* would have the schools "depart from the present reliance on textbooks in favor of bringing into the schoolroom more of experience of children."

Yes, that is silly. The children have had few experiences and the teacher madly pursuing degree credits has had none. Therefore, my recommendation:

Let the superintendent call together his teachers and say, "Alas, we haven't a cent for gelatinous guidance or for standardized tests. The department head must teach and the subject supervisor get married. I shall be the only supervisor and I shall visit you but three times in the year; but I shall give you an entirely new text book upon which you and the children may base your work for the year."

At this announcement teachers will weep—but not for long—and pupils will suffer—but not intensely nor permanently.

SHERMAN GRAVES

Superintendent
Ridlonville, Maine

I would like to take advantage of your kind suggestion to express my opinion of the gem from St. Louis.

" x x x an epoch making document in the history of American education," indeed! How could such a thing happen? How did Dr. Strayer and his staff have the courage to offer such suggestions?

It is the richest piece of educational literature that has ever come to my attention,—and printed in a Boston publication too!

"To change the school curriculum radically, to discard all the standards of promotion and let the children advance in accordance with chronological age." What if it does take ten years to catch up with this idea?

The only qualification for a boy to graduate from a St. Louis grammar school and enter high school is that he must have been born fourteen years ago—astounding!

The goal may be reached in the middle west by 1950, but it will take two decades at least for the adoption of the idea in good, old New England. It is worth striving for.

This means that the traditional barriers surrounding the sacred areas of the secondary organization are to be demolished. This means that the slow, dull, fourteen-year old plodder is to have a place in the society of the "bright" ones—more democratic isn't it?

All honor to Dr. Strayer and all others who helped.

PAUL S. AMIDON

Superintendent
St. Paul, Minnesota

The problem of promotion by chronological age without regard to mental achievement becomes a matter of administration after certain questions of philosophy and method have been decided. If we accept the belief that no two individuals are alike and hence that no rigid educational pattern can be made to fit all individuals, we then become faced with a problem of classroom administration. The problem is that of achieving an acceptable degree of individualized instruction within the limits set by budgets, buildings, equipment, and the teaching staff. We might try to achieve this individualization by one of two extreme up a number of grades, half methods. The first would be to set grades, or, as in the case of St. Louis, one-third grades and for each of these grade divisions to set up standards of achievement. Pupils would then be placed in the grade division or subdivision most closely approximating their ability or achievement level and then be held there even through successive failures and retardations as long as that level represented their abilities and achievements. The other extreme would be to promote by chronological age without regard to mental achievement. In this case pupils would pass from grade to grade or from subdivision to subdivision after so many months, regardless of achievement or ability.

Experimental evidence indicates that schools that have tried the first of these methods were far from successful in setting up grade divisions that represented discreet compartments of knowledge or ability. Instead there was always found a great overlapping in abilities between the various grades. This would seem to indicate that the individualization of instruction cannot be achieved by any administrative scheme as simple as that of rigid grade standards. In fact, the evidence showing the variation of abilities and achievements within grades, coupled with the acceptance of the philosophy of the individualization of instruction, has led more and more people to champion promotion by chronological age without regard to mental achievement.

I believe the greatest instructional and administrative efficiency can be achieved by the realization that to a great extent we have always promoted children by chronological age rather than by mental achievement. I am not sure, however, that the rule should be universally adopted. I would accept as my standard for each child that procedure which treats him in terms of his best individual welfare. In some rare cases this might mean a retention or retardation rather than a promotion purely on the basis of chronological age.

"What's Right with the Schools?"

By S. D. SHANKLAND

The School Administrators in their Seventieth Annual Meeting stressed educational assets more than liabilities

"WHAT Is Right with the Schools?" was the topic selected by President Ben G. Graham as the keynote of the seventieth annual convention of the American Association of School Administrators, a Department of the National Education Association of the United States. The convention was held in the St. Louis Municipal Auditorium during the last week in February.

Educators have been free in criticizing the schools. Some criticisms have been well founded, and some have not. It was a refreshing change to hear reviews of some of the important contributions which the schools have been making. Notable progress has been made in devising new methods of teaching, in developing new instructional materials, and in outlining new programs of study adapted to presentday needs. As a result, a great deal is right with American youth when judged by proper standards, by unbiased judges, and in the light of the generation in which they live.

This theme was skillfully interwoven into many phases of the convention. At the general session on Monday morning, three experienced educators and one high-school youth told some of the recent achievements of the schools. Edgar G. Doudna, Secretary, Wisconsin State Board of Regents of Normal Schools, said, "The elementary schools must be good schools because they have survived in spite of their fault-finders and exploiters and social experimenters and pressure groups . . . the elementary school has been free from the external controls. It has never once been dominated by a hierarchy of subject-minded specialists who seem to think that the end and aim of existence is finally to become a specialist in some remote field in human life. We have had no accrediting and standardizing agencies to tell the elementary school exactly what to do. So, except for legislative prescription and the framework of the social order, it has been a free school."

Continuing this program, Francis T. Spaulding of Harvard University said, "The secondary schools have helped to raise the standard of literacy and the standards of living in this country; they have had much to do with creating a healthy nation; they have made a unique contribution to the preservation of democracy in America."

Speaking for youth, Frank Kerr, student at Garfield High School in Seattle, remarked, "I'm seventeen. In six months I'll be out of school and on my own. I've always thought of earning my living as something far away, unreal. Now that it's upon me I'm not sure just what to think. But I do know one thing, a thing so big that little everyday qualms and fears of life dissolve and leave me feeling strong and glad: I know that there are streets on which men live, who hold out fine clean hands and say, 'Welcome. Here is life. Share it with us.'. . . And so I say, to me American Democracy means that I can build my home upon a street where love and brotherhood have hung their welcome sign for me to see, where I may live, and in my living give to other lives the selfsame urge to live."

Willis A. Sutton, Superintendent of Schools, Atlanta, Georgia, in pointing out What Is Right with American Youth, said, "What standards shall we choose? I should like to suggest four: devotion to the best that our culture has created; advancing that culture; loyalty to our ideals as we have conceived them in the past; and being true to the highest examples which the past has provided for us. These are standards that I believe American youth can stand by today."

Perhaps the most convincing answer to the question, "What Is Right with the Schools?" was given by students themselves in two remarkable productions — *Musica Americana*, presented by the St. Louis public schools; and *On Our Way*, prepared and produced through the cooperation of several school systems as far apart as California and Missouri.

About 2,700 high-school pupils took part in the performance of *Musica Americana*, a dramatic portrayal of American music, in the convention hall on Sunday evening before an audience of 10,700 people. All the effectiveness of dancing and pantomime, and all the facilities of modern staging and lighting were used to tell the story of American music, beginning with the times of the Indian, the Puritan, and the Cavalier. In succeeding episodes, the musical history of America was traced from the time of the early Negro work songs through the days when the country sang and whistled minstrel songs, marched to Civil War music, grew sentimental over the heart songs of the '90's, to the modern works of Gershwin and Kern.

Four school systems cooperated in presenting the inspiring revue, *On Our Way*—Oakland, California; Clayton, University City, and Webster Groves, Missouri. The revue introduced to the educators an American "Mr. Chips" who was listed in the program merely as Grandad. He was a kindly and lovable retired school superintendent who interpreted the purposes of education in a series of dialogues with his granddaughter, Sally, an earnest and intelligent college girl who wanted to become a teacher.

A difficult undertaking for any group, the production involved tremendous problems for an amateur company of school people, limited as they were by lack of time and funds. Yet the thousands who saw the revue on Wednesday evening and Thursday morning went away with a new vision of the purposes of education—the same purposes outlined by the Educational Policies Commission in its popular book, *The Purposes of Education in American Democracy*.

Safety Education, the eighteenth yearbook of the American Association of School Administrators, was presented to the convention at the Tuesday morning session by Superintendent Henry H. Hill of Lexington, Kentucky, chairman of the commission which prepared the yearbook. Covering a wide field of safety—including traffic, home, farm, and factory—the book presents, from a long-term point of view, the obligation of the schools for safety education. It points out what the schools have already done in this field, and makes constructive suggestions for the continuance and expansion of the work already so ably begun. In 1913 the accidental death rate per 100,000 population, from all types of accidents, for children was 37.5; in 1918 it was 46.5; and in 1922, with the pioneers in safety education already at work, it was 40.8. In 1938 the death rate among children had been brought down to 27.9. Meanwhile the death rate for adults sixty-five years and over rose from 281.2 to 331.5. Here is an answer from another area to the question, "What Is Right with the Schools?"

At the Cleveland convention in 1939 a proposed constitutional amendment was presented to change the name of the organization from *The American Association of School Administrators, a Department of the National Education Association of the United States*, to the name by which it was known until 1937, *The Department of Superintendence of the National Education Association of the United States*. Speaking in favor of this amendment, which was before the St. Louis convention for final action, Union Superintendent David J. Malcolm of Charlemont, Massachusetts, said, "It is quite possible that *Department of Superintendence* is not the best name in the world for our organization. I will not argue that point at this time, but at least we all know what it means and we can all say it, which is not true of *American Association of School Administrators*. This is a long name and a clumsy one. If an abbreviation is used, a stranger has not the faintest idea whether the A. A. of S. A. is an automobile club, an athletic union, a federal relief bureau, or the marks on a high-school pupil's report card."

The report of the Board of Tellers showed that a majority of those who cast ballots favored the change to the original name. However, the two-thirds vote necessary to amend the constitution of the Association was lacking, and so the organization retains its present name, *The American Association of School Administrators*.

Convention attendance increases from year to year. Particularly great was the increase at St. Louis. With convention visitors numbering over 14,000, the gain over the Cleveland convention a year ago was about 2,000. The housing facilities of the city were taxed to the limit, even though St. Louis ranks high among the cities of the country in number of hotel rooms. It was necessary to take care of many in private homes, and Pullman cars stood by to do service. As usual, sleeping room reservations were handled through a local housing bureau. As early as last July, the Bureau reported that all the larger downtown hotels of the city were booked to capacity. With the demand for accommodations being mostly on a few large downtown hotels, the Housing Bureau had a real problem. One bit of statistics will speak eloquently: Within the five-day period, May 16-20, the Housing Bureau received requests for 515 twin-bedded rooms at the Hotel Jefferson. Only 90 such rooms were available. Thus began the booking of substitute reservations.

To gain a further picture of the convention, it may not be out of place to call attention to the fact that the *Official Program* listed 124 breakfasts, luncheons, and dinners—in addition to 220 other meetings. It is a tremendous undertaking for a city to accommodate the convention of the American Association of School Administrators.

If ever the world needed young men capable of careful thinking and wise acting it is now. Something must be done to build new designs for living to replace the fantastic, insane, maddening and utterly ridiculous ones now adopted by nations. Something **must** be done and those of college age **must** accept the assignment. Human beings **must** learn to live together.—Raymond E. Manchester, Dean of Men, Kent State University, Kent, Ohio.

Developing Community Support

FRANK CODY
Superintendent of Schools
Detroit

"The school must be good for each individual child. The typical parent judges the school by what it does for his child."

THE public school cannot grow or even survive unless it has full community support. Everyone who has been engaged in educational work for a period of years and who has observed educational trends is conscious of the truth and importance of this statement. Fortunately, both teachers and administrators have been working actively to develop community understanding and support of the schools. Public schools never have been conducted on "the public be damned" theory. During recent years, the emphasis has been just the opposite. The effort has been made to have parents and citizens know the schools on the assumption that such understanding will inevitably lead to support.

In my experience, there are just two simple elements in the development of community support for schools. They are to have good schools and then to let people know how good they are.

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Making good schools better is the basic theme of every educational conference, every educational periodical, and every professional book in education. It is not necessary here to go into detail as to how to insure a good school. It will suffice to list some of the important characteristics.

The good school is concerned with the welfare of every child in attendance. It is not enough to have a good school in general. The school must be good for each individual child whom it serves. The typical parent judges the school to be good or bad in terms of what it does for his child and not for the community as a whole. This means that regimentation and production line tactics are inappropriate in a school which deals with distinctive and unique individuals. The teacher and the administrator must make sure that red tape, rules, and regulations do not limit too drastically the opportunities for adjustment of the curriculum to the needs of individual pupils.

The good school is so conducted as to give value received for every dollar spent. People are becoming increasingly conscious of relative values in all purchases of goods and services. Although the public school system is in effect almost a monopoly without serious competition, care needs to be taken continually to insure that expenditures are studied in relation to pupil growth in order to make sure that the greatest possible values are secured per dollar of expenditure.

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The good school is sufficiently flexible so that the educational process may constantly be studied and improved. Research is taken for granted in medicine, in business, in industry, and even in government. In each case, the purpose is to bring about better products through unceasing study of the factors and conditions involved. Education can be no exception to this general rule. Teachers and administrators alike are obligated to examine and re-examine their procedures in the light of all available information, seeking always to discover and use better practices. There is no implication here that the schools are bad because better practices are to be desired. The automobile manufacturer who introduces a new type of carburetion or spring suspension on the basis of the work done by his research department does not thereby indicate that the former carburetion or spring suspension was poor. His action means rather that he is constantly on the lookout for ways of making good products better. The school needs to adopt the policy of continuous study and research in order to improve its offerings and activities and thereby to improve the education of the youth in its charge.

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In order to develop community support of schools—granting that they are good schools—you must let people know that the schools are good. A wide variety of activities can and should be carried on for this purpose. The emphasis on American Education Week sponsored in recent years by the National Education Association, the U. S. Office of Education, the National Council of Parent-Teacher Associations, and the American Legion has been a powerful force in this direction. The practice of "open-house nights" has grown extensively and has borne good fruit in better community understanding of the schools. Visitation of the schools by parents and other citizens is encouraged widely. Many Americans do not realize that the American public school differs greatly from public schools in other parts of the world in this particular regard. In America parents are welcome and are even urged to visit the school to see their children in action in classes and to become acquainted with the teachers. All of this is extremely helpful in developing community understanding and support.

School reports to their patrons have improved immeasurably in recent years. At the Cleveland convention of the American Ass ciation of School Administrators in 1939, one exhibit conference was given over to the new-type reports that are being used throughout the country. Numerous examples could be seen there of readable, attractive reports that interpret the local school to its community. Large cities like New York, Detroit, and Los Angeles have developed well illustrated volumes which explain the school program far more effectively than words and figures alone. Smaller communities have done and can do similar things, though necessarily on a smaller scale. In Detroit in 1938, we published 200,000 copies of the annual report in rotogravure form and distributed them through school children to all the parents. This procedure had one great advantage over the conventional book form of report. Enough copies could be printed to make them available not only to a selected list of citizens but to every parent.

The open houses, school visitation, school reports and similar forms of interpretation have been in use for years. They have improved and can improve still. I wish, however, to emphasize another means of letting people know their schools. It is to encourage school teachers and administrators to take an active part in the community life in order that they may have many informal contacts with citizens through which they may incidentally interpret the schools. After many years of school work, I am convinced that the more formal means of interpretation can never do the job alone. It is essential that those who know the schools best—the teachers and administrators—should have many contacts with parents and other citizens which can be used for more informal interpretation. The teacher who is active in a women's club made up chiefly of persons who are not teachers learns to know these people. In most cases, she has their respect and confidence. She is the natural person to whom they can turn when questions arise about the schools. If she knows her school system intimately, she can meet objections and thus can win new friends for the schools.

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And so my policy for years has been to encourage members of our Detroit staff, both teachers and administrators, to belong to community organizations of all types. We want our teachers who are veterans to be active in the veterans' organizations. We want a number of our men to take part in the luncheon clubs. We want our college graduates—and our teachers are nearly all college graduates—to be active in their various alumni associations. We want our teachers to be active in the church life of the community. We want our teachers to participate in the various private social agencies which do so much for the improvement of the life of the community. Through all these contacts, several values are secured. Perhaps most important is the fact that our teachers then do live a more normal life as persons and citizens, for they have a share in the normal activities of people in the Detroit area. Further, on account of their own competence, they have definite contributions to make to the work of these organizations themselves. Still further—and here is the point of this brief article—the teachers are in a position to take advantage of their informal contacts to answer questions and criticisms concerning the schools and to interpret the purposes and activities of the schools to the people of the community.

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Community support of the schools can be developed. The task is important and not too difficult if school people will concern themselves with the utilization of every possible contact between the school people on the one hand and the citizens of the community on the other.

WINSHIPISMS

Teachers need inspiration rather than irritation. Teachers need leadership rather than authoritative direction,—more "come" and less "go"; more cheer and less fear.

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Knowledge has no power until it is appreciated and appropriated. Appreciation is the inspiration of learning.

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The politician in education has been a handicap at all times and a source of danger in every emergency.

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Never forget that there are physical, intellectual, social changes in every boy and girl every twelve months. They are not so tragic nor so conspicuous as in the case of the adolescent but they are just as real. The education of boys and girls must be adapted to each year.

A. E. WINSHIP

Our Neighbor's Child

A Prize-Winning Story

CHARLES J. DALTHORP
Superintendent of Schools, Aberdeen, South Dakota

On a hot August afternoon a few years ago a rather dejected and unassuming individual of about average size and weight entered my office and courteously asked for an interview. I shall always remember my first glimpse of the chap; a thin-faced ruddy complexioned fellow, apparently eighteen or twenty years of age, with shaggy and unkempt hair that collaborated with a stubby brown beard to almost conceal his facial features. His clothing, which consisted of a pair of badly frayed and thread-bare khaki trousers and a faded woolen olive drab shirt open at the neck and much too small for him, had not been washed for weeks. Toes peering through a pair of dilapidated rough work shoes gave conclusive evidence that socks played no part in his traveling ensemble.

My first mental explanation of the individual's reason for seeking an interview was that he was looking for an odd job to provide enough money to tide him over to his next wayfaring rest station. In a rather soft and collected voice he informed me he wanted to enroll for high school study. He was frank in explaining he just "Blew into town", and had decided to return to school. He stated that he had finished the eighth grade in a small Texas high school, and had been out in the world long enough to realize what an education would mean to him.

Questioning revealed that his sole earthly possessions, in addition to his scanty attire, amounted to forty-six dollars. He was informed he would have to secure steady employment to continue in high school if he did enter, and was advised to invest in suitable clothing and find outside work to care for his room and board. He left the principal little trusting, and almost hoping, he would not return for formal registration.

In two days the young man returned for enrollment, wearing a neat gray suit, his hair trimmed, and his face cleanly shaven. He had invested his small funds in clothing and had two jobs; one caring for the desk at a small hotel for his room and the other waiting table at the Chamber of Commerce for his board.

When the details of registration started, innumerable problems were presented for solution. First, he had been out of school for eight years and was over twenty-two years of age, making a tuition payment mandatory. Second, he had never finished the eighth grade as he represented, in fact he had attended the eighth grade for only two weeks when he was withdrawn from school to work on his father's truck farm.

A look into his frank and determined face convinced me that rules were not drawn to prevent young men with his apparent ambition from proving their worth, but to help them in readjusting themselves. The tuition law was promptly waived, also the eighth grade dploma rule, and the boy was entered as a full fledged freshman for three weeks' probationary period. At the end of that period the registrant was to report to the office with his grade averages and a general report from his homeroom advisor on his attitude and behavior.

At the end of that probationary period he bounded into the office with his face wreathed in smiles, positive evidence that the reports were at least gratifying to him. The report was encouraging and satisfactory to the principal. Then, to add to the complexity of the situation the boy requested a fifth subject, a privilege that had never been granted to a Freshman. So many rules and regulations had been already broken in the case that the principal weakly reasoned one more crime will not make any more of a criminal of a theoretical pedagogue and granted that request.

Little attention was paid to the boy except to observe that he did satisfactory work and had made a distinct place for himself in the student body. A year from the next March a representative of a nationally known periodical came to my office seeking the services of a good reliable boy to represent his company in the city; a job to pay from fifty to sixty dollars a month with opportunities for promotion. My first thoughts turned to the young man from Texas and he was called to the office for an interview with the representative. After a few minutes of conference the boy came into my private office with a sickly and apologetic smile on his face. I thought immediately I sensed his cause for embarrassment and said, "I know your difficulty, John. This company requires a cash bond of three hundred dollars, and you do not have the money to advance. Don't worry about that, we have a student loan fund to take care of situations of this nature, and we will take care of the bond for you." His reply was prompt; "No, that does not bother me. I have saved over four hundred dollars since I started school here, but this work will necessitate my giving up my present places of employment, and my employers have been so considerate of me that I can not justify quitting them".

I marveled at the statement concerning his savings and began questioning him about how he had accumulated them. He had put on storm windows, raked lawns, had been a member of the National Guard and had received a dollar a night for drill, had worked on farms and in the harvest fields during summer vacations, and had received tips and small fees from his hotel desk work.

At the end of his second school year he decided to go home for a vacation. He came to the office shortly after the close of school in June carrying a red gasoline can with the top removed and his clothes packed therein. He carried a letter of introduction from the Mayor and was prepared to hitch-hike his way some fifteen hundred miles. Just before leaving the office he expressed some appreciation for what the school had done for him. Then he said, "You know I have become interested in taxidermy and I plan to learn something about it this summer so that my time will not all be wasted". I had heard so many idle promises and resolutions made by students before summer vacations that were never fulfilled that I passed his promise with an idle gesture and my superficial well wishes.

One week before the opening of school in the fall of the year the boy came into my office with two large boxes under his arms. He started withdrawing specimens—an armadillo, a Texas sea crab, a Texas food crab, a horned toad, and several tropical birds all nicely mounted and tinted. He proudly presented them to me with the explanation "I learned that through the summer".

The boy finished high school the next spring with good grades and returned to his native state. A few weeks ago I received a letter from him from the University of Texas, where he was pursuing a course in chemical engineering, working his way as an assistant in a taxidermist's shop.

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Here was a boy past twenty-two years of age who had been out of school for eight years, had never finished the common schools, had neither home encouragement nor money, yet returned to high school and did satisfactory work.

Before graduating the young man confided to me that one of the best customers on his old vegetable route in Texas was a lawyer who was a member of a local civic club. One of the major objectives of his club was to advise and counsel young men. It was because of the constant urging and encouragement of the member of that civic organization that he had returned to school.

I wonder if anyone will argue that that club was not worthwhile. I wonder how many of us as citizens take an interest in the welfare of the young men and women of our communities.

Special Classes or What?

ALS BUCHER

Chicago

THE broad-beamed, short-horned burgomaster of the city of New Amsterdam, who has been pastured in the field of politics, has hurdled the fence which separates politics from education, and he is pawing the earth in this latter field. He is not unlike Ferdinand of recent fame who, as long as he remained in his own pasture and played with the bees and the flowers, got along all right. However, when he entered an arena with which he was unfamiliar he found himself in a dilemma.

As reported in the Journal of the National Education Association, the Mayor of New York objected strongly to placing children in special classes for purposes of instruction. His objection, as stated, is confined to children under twelve.

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It may be asked what the good burgomaster would do with a child who, chronologically, is eleven years of age, but who has a mental age of six. Would he put the child in a class with eleven year olds and let him sink as a result of a situation which is too difficult for him, or would he put him in a class with six year olds where he is out of accord with the other children because he is almost twice as old as they are? It would seem that even a politician should realize that the child who is handicapped mentally needs special teaching and training by a teacher who has been prepared to give him this.

The burgomaster further says, "Show me the teacher who says she is a specialist in problem children and I will show you a teacher who could not make her marks in major subject." I will pick two hundred specialists in the Chicago Schools whose qualifications will refute this assertion. The remark, as reported, is asinine.

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There is no reason why a special class, properly handled, should create any stigma for the child who is assigned to it. The attitude of principal and teachers in any one school determines the attitude of the school toward the special class.

Educators know and appreciate the necessity for the special class for mentally handicapped children.

If they are not placed in special classes they constitute such a drag upon the regular elementary school classes that these latter are greatly handicapped.

It must be remembered that the great majority of these children with limited mentalities are perfectly well adjusted socially, and that they are entitled to as much of an education as they can assimilate, just as is any other child. Their only hope for securing this education is in special classes.

The good Mayor knows probably better than any of us that the parents of children who are mentally handicapped resent having them classified. Such an appeal as he made would assure him the backing and support of this large group of people. The city of New York already has some 600 special classes for mentally defective children.

Time, February 5th, 1940, page 42, under the heading of "Education," presents an article on "Save our Schools." The Mayor of New York was instrumental in eliminating $8,300,000 from the schoo budget. The results of this, as reported in *Time*, are so calamitou that the Mayor should realize b this time that the educational fiel is no place for him to play.

A Leave-of-Absence Plan

WILLIAM C. McGINNIS
Superintendent of Schools
Perth Amboy, New Jersey

Maternity as well as sabbatical leaves are covered in these carefully drawn regulations.

THE Perth Amboy Board of Education has adopted a sabbatical leave of absence plan. The plan became effective with the beginning of the present school year. Two teachers, both of them elementary grade teachers, are now on sabbatical leave. One other request received by the Board of Education without a favorable recommendation by the superintendent of schools was refused because the application did not comply with the rules of the Board governing sabbatical leave.

One of the teachers on sabbatical leave was granted leave "for purpose of travel" and the other "for purpose of study".

The rules governing sabbatical leave were prepared by the superintendent of schools and the Welfare Committee of the Teachers Association. They are as follows:

"1. A sabbatical leave of absence may be granted by the Perth Amboy Board of Education to any teacher* employed by the Board of Education serving on an annual salary for purposes of study or travel and in accordance with these rules. Study and travel shall be defined as follows:

   Study as here used shall mean study at an institution of higher learning. Evidence of matriculation shall be submitted by applicants to the Superintendent of Schools. Courses to be taken by applicants during their sabbatical leave shall be subject to the approval of the Superintendent of Schools.

   Travel shall mean travel or residence outside of the State of New Jersey for at least 75% of the duration of the leave of absence.

2. In order to be eligible for a first sabbatical leave a teacher shall have served in the Perth Amboy public schools for at least ten consecutive years immediately preceding the beginning of the proposed sabbatical leave. A teacher who shall have had a sabbatical leave may apply for a second sabbatical leave, beginning not earlier than seven years from the close of the first sabbatical leave provided those seven years represent seven consecutive years of teaching/work in the Perth Amboy public schools.

3. Applications for sabbatical leave shall be submitted to the Board of Education through the office of the Superintendent of Schools on official forms prepared for that purpose and shall be for a full school year, July 1 to June 30 or for a half year, July 1 to January 31 or February 1 to June 30. Applications for the full year leave or for the half year leave beginning July 1, must be submitted to the Superintendent of Schools not later than the first day of May, preceding. Applications for the half yea beginning February 1, mus be submitted to the Superintendent of Schools not late than December 1. Sabbatica leave may not be terminate before the date of its expiration.

4. Applications shall be considered in the order of thei receipt in the Superintendent's office, but the Board o Education reserves the righ to reject any application. I in the opinion of the Boar the number of applicatio for sabbatical leave for an one period is such that t grant all of them would curtail the efficiency of th schools the Board will tak that fact into consideration i deciding the question o granting sabbatical leaves.

5. Requests for withdrawal o sabbatical leave for the ful year or the half year beginning July 1, must be in th office of the Superintenden of Schools not later than th fifteenth day of June, and requests for withdrawal of sabbatical leave for the hal year beginning February must be in the office of th Superintendent of Schoo not later than the precedin fifteenth day of January.

6. Within one month after th resumption of service, following the termination of a sabbatical leave, each teache shall submit to the Superintendent of Schools, on a for

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* As here used "teacher" shall mean teacher, teacher-clerk, supervisor, principal, school nurse and librarian.

provided for that purpose, a brief report on the manner in which the sabbatical leave was spent.

7. A teacher granted a sabbatical leave shall receive pay for the duration of such leave in the amount of the difference between his or her contract or regular salary minus the pay of a substitute on a per diem basis, per diem pay being the pay officially established by the Board of Education for the group or classification of which the particular teacher granted a leave of absence is a member.

8. Any and all rights and privileges including salary increments to which a teacher in regular employment is entitled shall not be forfeited or impaired by reason of a sabbatical leave but shall be in full force and effect."

◆

The Perth Amboy Board of Education is liberal in the matter of leaves of absence for teachers. The sick leave rules have the accumulative feature. A teacher may be absent on account of illness with full pay for five days and half pay for five days each year. Any unused days accumulate to a total of thirty days. Any teacher who has had fifteen or more years of service in the Perth Amboy schools may be granted an illness leave of absence, beyond the five full days and five half days, with the difference between his pay and the pay of a substitute. This leave of absence may be for any length of time not extending beyond the school year in which it is granted.

Another type of leave of absence provided by the Perth Amboy Board of Education (adopted in October, 1932) is the maternity leave of absenee for married women teachers. The maternity leave of absence is without pay.

The rules governing maternity leaves of absence are:

"1. Any woman employee of the Perth Amboy Public Schools who shall marry while in service shall report such fact immediately, with the name of her husband, to the Superintendent of Schools, who shall record the marriage name on the records, and report the marriage and the marriage name to the Board of Education.

2. As soon as any married woman employee (including those married after the passing of these regulations, and those already married) shall become aware of her pregnancy, she shall forthwith submit her resignation effective not later than four months before the approximate date of expected confinement, or she shall forthwith apply for a leave of absence, making use of the official maternity leave application forms furnished by the Board of Education, and such married woman shall accept a leave of absence as provided in these regulations, when granted by the Board of Education.

3. The Superintendent of Schools shall forward a copy of these regulations to each married woman employee in the school system.

4. A maternity leave of absence shall be for a period of at least a year and a half (eighteen calendar months) beginning not less than four months before the approximate date of expected confinement and ending not later than a year from the following September. The expiration of all maternity leave of absences shall coincide with the beginning of a school year.

5. Failure on the part of any married employee to comply with the requirements of these regulations shall be deemed neglect of duty and an act of insubordination.

6. Nothing in these regulations shall be construed as obligating the Board of Education to grant leaves of absence to married women employees who are not on tenure."

◆

The New Jersey Educational Review last Spring asked for copies of maternity leave regulations from New Jersey school districts. Forty-eight districts replied. Ten made no mention of maternity as a specific problem but felt that their other absence regulations covered the maternity leave problem. Thirty-eight districts showed great variations in their maternity leave regulations.

Twenty-two districts set a specified time before the birth of the child at which the leave must begin. The majority, twelve districts, insist that leave begin six months before the birth of the child. Two say five months, and five say four months. Two districts insist that it be reported as soon as the teacher herself is aware of it, and that leave start immediately. One district permits its medical inspector to set the time.

The total length of the leave is fixed in thirty-eight of the districts. It varies from nine months to twenty-five months. Twenty districts insist that the teacher be absent from school at least twelve months; six fix the limit at eighteen months, and eight demand a full two-year absence. Four boards provide for a shortening of the leave of absence should the teacher's child die.

Failure to comply with the board's regulations on reporting prospective maternity is specifically regarded as insubordination in ten districts, unprofessional conduct or conduct unbecoming a teacher in three, and neglect of duty in one district.

The New Jersey Educational Review states that,
" Probably the most carefully studied regulations on maternity leave have been formulated for Perth Amboy. These regulations have served as a model in many other districts. Also recent and well-thought out are the new regulations in South Orange and Maplewood."

But "Mediocrity" Needs Defining

C. E. HAGIE
Superintendent of Schools
Biwabik, Minnesota

A reply to Dr. Reinhardt's article, "Is There Magic in Mediocrity?" printed in this Journal for February.

I DISAGREE violently with almost all of the inferences Emma Reinhardt has drawn in her discussion of "Magic In Mediocrity," in your February number. I taught for eight years in state teacher training institutions, and if driven to do so I can give some of the answers as to why so many "half-educated teachers" come from such institutions, and why so many of them lack "scholarship and breadth of educational vision." I do agree heartily with one statement made in the article in question: "The task of teaching clear thinking about the multitudinous problems of our perplexing social order calls for teachers who themselves are able to think clearly about them." Furthermore, I wish to commend the *anonymous* principal who is quoted as saying: "There are many things of more importance for teachers than high scholarship."

◆

Of all the places where blind dogma is religiously followed, it is my observation that the state managed teachers colleges and normal schools are the worst offenders. Their very existence is dependent upon the whims of politicians who know nothing of the technical problems of teacher education and believe that appropriations of money should be on a basis of enrollments alone—and large enrollments defeat the very purpose of the institutions by forcing upon them the "dragnet" methods of gathering in numbers. However, I shall not go into that problem here for I have published a bulletin on the subject of "Selective Admission To Teacher Preparation," through the United States Office of Education and have covered the whole subject elsewhere in magazine articles.

◆

Because of the legislative attitude toward these schools the salaries paid to their faculty members are almost always lower than paid by the state universities and similar institutions. As a result their staff personnel are made up largely of the "culls" from the ranks of those qualified for university work, from those of inferior preparation, from broken-down superintendents who have lost their jobs, or from supervisors in the public schools who, for one reason or another, can't hold down an equally good-paying job in their own field. I am not criticizing these people as individuals because most of them are probably measuring up to their abilities—I am merely stating facts which are pertinent to a discussion of the situation, if we are to discover the answer to Miss Reinhardt's question: "It there magic in mediocrity?" Of course the answer is "no!" A mediocre staff of normal school or college teachers shouldn't even be expected to turn out a product of superior teachers even if they had the best of material to work with; and the good Lord knows they can't have that under the present system of selection and admission.

The teacher-preparing institutions have for entirely too long a time placed their emphasis upon methods, courses, and supervision during the "practice period" on more or less standardized ways of doing everything a teacher does. Talk about the task of "teaching clear thinking"! Can we expect the blind to lead the blind? I know of nothing that discourages the development of the habit of "clear thinking" more effectively than dogmatic methods courses in education, routine supervision in connection with "practice teaching," as I have observed it in many places I have visited; and in measuring scholarship with a "battery" of standardized tests or examinations based on the retention of factual material from subject matter studied. Tell me how you can expect "clear thinking about the multitudinous problems of our perplexing society" from those so-called "superior scholarship" individuals, who have been encouraged to get high marks by memorizing all the useless details from their textbooks in order to win the admiration of their misguided instructors. Prospective teachers should have time to think, and leadership in evaluation, and encouragement in arriving at independent conclusions (not just in the acquisition of facts), if "breadth of educational vision" is to be the measure of the product of our schools for turning out teachers. I may add that I can find plenty of agreement among educators generally that too much em-

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phasis upon abstract "scholarship" in our elementary and high schools is frequently accompanied by impatience and a lack of understanding on the part of the teacher toward the average type of American child—and that it often leads to reactions that seriously interfere with the educational process and with the personal adjustment between the child and the school.

Far be it from me to minimize "scholarship." But, what is scholarship? In my opinion, a walking, talking encyclopedia does not represent scholarship. Scholarship, according to my understanding, is the training and intelligence to use knowledge effectively in the accomplishmnet of definite objectives in a particular intellectual field. For the teacher, that field is the development of human personality and ideals through the use of a curriculum. What "subjects" may be included in that particular curriculum is probably quite immaterial—and we will all concede that the teacher should know enough about the subject in question so as to be able to guide the student in his "search for truth."

◆

Another thing to be said in regard to the student with the "highest scholarship," as measured by "marks" is that his breadth of interests and experiences, and his social development are likely to be considerably inferior to those of the student whose marks are only average or somewhat above, but not included in what the pure academicians would consider the high scholarship group. In the environment of every institution of higher learning there are extra curricular as well as curricular contacts. The normal curricular load for every student is pretty well standardized but the "extra curricular" load has "the sky as its limit." This is true whether we will it so or not, and even our denial that it is the truth does not alter the facts. We may limit participation as far as certain *recognized* activities are concerned and that is as far as we can go. There are just 24 hours in every day for everyone and if a prospective teacher elects to put in all the time that he can spare from sleep, in grinding on lessons in order to have a long line of "A's" recorded on his permanent record he must do it at the expense of dozens of other things that are almost certain to be of more value to him in preparation for the diversified requirements of the successful teacher.

◆

Now, to be entirely honest, if all certification requirements were to be thrown aside I should rather take chances on going on to the campus of a small, first class, liberal arts college and, after observing the students in their environment as a whole, select teachers without even knowing their grade marks, so long as I was assured that they had studied in the fields for which they were being selected to teach, and had passed their courses than to take chances on the product of the training institutions. I should place these young teachers under sympathetic and patient supervision principals and have no worry that they would not make first class teachers. By this means I would feel assured that I was bringing into my school the most wholesome and dynamic personalities obtainable; that they had been given the maximum of cultural and academic training to be secured in a course of four years in length, and that they would approach the practical processes of education with open minds. If, at the close of any year, my supervisory staff felt that they required technical training beyond what we could provide while "in service" we could require them to register in summer school for such "education" courses as we felt would be most valuable to them. In this way they would get their technical college courses at a time when they would have special significance, and would not have had to "waste" from one-fourth to a half of their undergraduate time in courses a large proportion of which are repetition or pure "bunk."

▼

What I have written, I have written advisedly. It is not the result of superficial observation. In addition to spending eight years in teachers college work, I have had twelve years' experience as a principal and a superintendent, and I have studied what the schools have to teach concerning the educating of teachers, as presented by the largest university in the country. Furthermore, I have talked with innumerable other principals and superintendents and find that a very great majority of them are of exactly the same opinion in regard to the matter. It is time for the teachers colleges, normal schools, and colleges of education to do some rather drastic reorganization work from their admission technique at one extreme to their "philosophy of education" at the other—including most of what now lies between the two.

A Schoolman Sues for Libel

Reported by
E. W. BUTTERFIELD
Superintendent of Schools
Bloomfield, Connecticut

—only to find himself "Out on a limb."
A true story with unhappy implications.

At the time when Mr. James G. Reardon, by appointment of Governor Curley, replaced Dr. Payson Smith as Commissioner of Education in Massachusetts, Mr. Melvin E. Smith, Superintendent in Provincetown found it desirable to seek service in another state. He presented his credentials to the Department of Education in Connecticut and was found to be qualified for public school supervision in that state. He then received unanimous election from the nine member board of Thompson, Conn., as Superintendent of Schools.

▼

At the April meeting of the board, without discussion or the presentation of charges, a majority, five members, voted not to renew in June the superintendent's contract. Four members opposed this action and the matter became a town issue. The friends of Mr. Smith rallied to his support with public hearings and extensively signed petitions. The state Commissioner of Education advised the board that its action was entirely within its legal rights, but that it should explain to the disturbed people of the town its reasons.

The board took no action but the majority group over its signatures prepared a cartel of charges. The press secured a copy of this paper from the secretary of the board and gave it wide publicity. Some charges were local and rather trivial; some were personal and some were professional. The board then, by majority vote, elected as superintendent, Mr. Frank W. Buckeley.

▼

Mr. Melvin Smith throughout the summer and fall tried to secure some other teaching position but without success and claimed that he was barred by the general knowledge of the charges that had been published. He then brought suit for damages of libel against the five members who had signed the statement of charges. The case was heard in Putnam at a session of the Superior Court presided over by Judge Eels. The contending parties were ably represented; Smith by John B. Harvey, of Willimantic and Kenny, Keegan *et als* by J. D. Shea of New Haven.

The case continued for several days. Ex-Commissioner Payson Smith and Ex-Commissioner E. W. Butterfield appeared for Mr. Smith and Ex-Commissioner Reardon of Massachusetts and a representative of the reorganized Department of Education in Connecticut were summoned by the defendants. In the testimony it appeared that the most damaging professional charges were based upon conferences which the defendants had with Commissioner Reardon and one of his deputies.

The judge in his decision found that the charges were based upon hearsay and were unfounded, that they had resulted in the loss of Mr. Smith's professional credit,

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that they had been made by the members of the board in ignorance and in carelessness; but they had not been made recklessly or in malice. Accordingly he dismissed the suit.

These are quotations from the findings of the court:

"One must have great sympathy for Mr. Smith. Some of the statements of which he complains, and which clearly did great harm to his professional standing, are unfounded in fact. But—the defendants, possessing as they did a qualified privilege, honestly believed the statements to be true."

"The tenure of office of a superintendent of schools is often precarious. If he introduces modern methods, a faction of the board is apt to oppose him; if he does not, another faction is often against him. He is almost always open to charges of extravagance. His training and his interest in modern education cause him to promulgate reforms which an untrained and economy-minded member of the Board does not agree to. — The manner of the plaintiff's going is regrettable, because it is unfortunate that so able a superintendent should be hampered in securing a new position."

The case is not one that will encourage public school officers. Individual members of a Board of Education may report and permit to be made public as charges, gossip, suspicions or unproved allegations and unless it can be proved that the statements were made in malice, may take refuge behind the claim of qualified privilege.

▼

This case presents additional evidence, as was fully recognized by the presiding judge, that public school supervision has become a hazardous occupation.

There is one potent remedy and that is the election to membership in the Board of Education of those who will not be easily deceived and who are able to judge fairly.

At present a competent and scholarly superintendent with a successful professional record in three New England states, is out of a job.

Classroom Clinic

By GARRY CLEVELAND MYERS, PH. D.

Readers are invited to consult Dr. Myers freely through this department

To Print or Write?

Q. Would you advise print writing in the primary grades?

A. Yes; especially in the first two grades; and I shouldn't worry much about form. I would just let the child print, encouraging him to be neat and legible. Indeed, this is a growing practice in many school systems throughout the United States.

Phonics

Q. Have phonics any value for aiding the child to read or spell?

A. Yes, they have, and this statement is supported by a number of investigations in recent years. Phonics are coming back but in somewhat modified forms. One form of their appearance is in pictures. For example, the sound of a consonant at the beginning of a word is made familiar to the child by associating a number of words beginning with a given consonant with a picture of the object named by the word. "B", for instance, may be presented in bat, book, boy, each in connection with the appropriate picture. This picture may be cut from an old magazine or drawn. Obviously the same principle can be carried to letters or combinations of letters elsewhere in a word. Within the last few years I have seen "pictured phonics" in classrooms in California, Utah, Indiana, Michigan, Pennsylvania and New Jersey, sometimes called to my attention by the most progressive principals or supervisors. The plan affords creative opportunities for resourceful teachers, parents and children.

Faint Voices

Q. What can I do to get children with feeble voices to speak louder in class?

A. On the playground he probably can be heard from a great distance. There he feels free and unhampered by fear that some one will laugh at him or think him stupid.

If the teacher says, "Louder" to him, he may, with a "drowning" effort, speak a little louder only to feel more self-conscious and be less easily heard later. If this child is to learn to talk louder in class he will have to gain more courage, feel more secure. It may take weeks and months before he will show much improvement. Then, too, as the child has more to say of things of overwhelming interest to him, he will tend to lose himself in them.

Dictated Problems

Q. Some of my pupils have trouble with arithmetic problems which are dictated. They cannot carry the figures in their heads as they try to solve them.

A. Such enquiries indicate that there is still considerable dictation of problems in arithmetic, though in this day of good text books and work books, dictating arithmetic problems is on the wane.

Dictating arithmetic problems has seemed to me to be a very wasteful practice. One rarely must solve dictated problems in a life situation. See all the energy the child must employ as he tries to keep all the details of the dictated problem in his mind when he might have the problem before him printed or typed. Then he could spend all his attention and mental effort on its solution.

Teachers who dictate verbal problems in arithmetic tend to make the problem as brief as possible, crowding out all the details, which are often the most interesting parts of the problem. A good verbal problem, to be interesting and challenging, needs to be longer rather than shorter, than it usually is. Down with dictation!

It Seems to Me

BYRON C. KIRBY
Principal, Oliver School
South Bend, Indiana

Society's Cornerstone

Intellectual dishonesty is a predominating weakness. Rationalization, the manipulation of data to prove one's preconceived viewpoint lays the foundation for corruption, the disintegration of character and the collapse of business and government.

Democracy is founded upon honesty. To live together in a free society you must believe in me and I in you. And to believe in each other we must merit mutual confidence—we must be honest, meek, unselfish, helpful. Money in a safety deposit vault is safe not because of concrete walls and steel doors but because of the honesty of those in charge; government bonds and insurance policies have value because of the moral stamina of the society which legalizes them; the national constitution guarantees our liberty but it can do that only so long as a great majority of the people who constitute our society are moral, honest and Christian. As soon as fifty-one percent become dishonest safety deposit vaults, securities, the constitution and all else will be as worthless as shingles in a cyclone.

Honesty in every conceivable connotation of that term is one of the most potent forces in society—it adds confidence, dignity, honor, morality, stability to the individual and national relationships.

Intellectual dishonesty on the other hand is an anti-social trait—it is selfish, immoral, destructive; it engenders hate, foments strife and ultimately ends in ruin. What is just as true, dishonesty is no accident. It is the result of someone's teaching, directly or indirectly, in the home, school or church. Too frequently, for example, we punish the individual who tells the truth and exonerate the graceful prevaricator.

Put your greatest emphasis upon teaching people to be honest—honest in ever detail for therein lies their strength and the nation's.

Our Needless Turmoil

Commander A of the Austrian air force, Mr. B of Cape Town, South Africa and myself spent an enjoyable evening in a cafe just off Vienna's Kaerntnerstrasse. Over our coffee, whipped cream and 50-50 rolls we discussed education, European politics and the New Deal. Commander A observed, "America is blessed with youth, space, wealth, but the tension is too great, the pace is too fast. Americans can't let down and rest—even in leisure time they are like polar bears in a cage. And Europe—Europe is old, hemmed by tradition, overcrowded, poor, but she is calm and even-tempered—except when somebody is stirring up a war."

The truth of this last statement is apparent from the first—especially in Central and Eastern Europe. The people are quiet and reflective—there is no excitement, no nervousness, no restlessness, no irritability—just poise and deep appreciation born of discipline and good training. I attended outdoor operas in the late Emperor Franz Joseph's gardens, band concerts in the public squares, games in the parks and went on boat rides up and down the Danube. Everywhere the people, children included, were quiet, orderly, reserved—there was no yelling, boisterousness or evidence of disrespect. Many Americans would be moved to pity at the peace and quiet displayed by these Austrians—but I am sure the latter saw more, understood more and enjoyed more than many of our countrymen would on outings of a similar nature. Discipline, respect for others, respect for authority, emotional control, all are basic to real enjoyment and true culture.

Mr. B queried, "Will Europe ever have peace?" To which the commander replied. "No. Europe always has hated; Europe always has envied; Europe always has fought. Perhaps the first step toward peace will be a confederation of the Danubian countries. But jealousy will prevent that for a long time—and if it does materialize it possibly will call for a new alignment of powers rather than peace. "America is one country that is completely out of this turmoil. Would that *we* were."

All in the Day's Work

Everett V. Perkins

Principal of Cony High School

Augusta, Maine

More Than Janitors

Most of us have experienced the retarded child. We have pondered this problem: Shall I pass him or shall I fail him? What question is more crucial?

Subject matter is important; academic achievement should be steady and consistent, still we must reckon with a few normal children who cannot learn satisfactorily. It is not ours to ridicule or discourage these or even to feel sorry for them. Properly trained, as large a per cent of retarded children ultimately will succeed and be happy as of their more outstanding fellows. In any society the lowly are just as important, just as sacred as the most high. Perhaps the plodders, the commonplace are the most high. Who knows?

Generally children who progress slowly in school are alert in crowded city traffic; they can repair their bicycles, trap muskrats and drive sharp bargains. In fact, they can learn at most anything they want to learn outside of school. The difficulty is that often we as teachers fail: we do not strike a responsive chord; we do not create a passion to learn; we do not elevate each moment's work above the dull, dry or monotonous.

It is sheer folly to tell a child that he is responsible for getting the work himself. Teachers with college degrees are not needed for that—the janitor can do that. Your duty and mine is to help each child with his individual problems, to buoy his interest and enthusiasm, to lend him courage, sympathy and guidance, to foster constructive social attitudes and to lay the foundation for a healthful spirit. This is a big assignment; but when we fulfill it the child will stay in school and do his best.

Our Pupils Were Inspired

"That speech will make a new man out of me," one of our biggest problems was heard to remark as the students left the hall. Doctor Payson Smith of Harvard Graduate School of Education had just addressed our assembly.

Dr. Smith took for his subject "The Challenge of Failure." He showed that the right attitude towards failure will turn it into an asset. He said that instead of being discouraged, when we fail, we should study the causes and seek to overcome them. He reminded the students that failure has often been the beginning of progress, while success has frequently marked its end.

The speaker captivated his students from the first. His clear thinking, his simple language, his forceful delivery, his sparkling wit, his apt illustrations, his optimistic spirit had the most listless pupil on the back seat sit up and give the closest attention. No one else in recent years has made such an impression upon our boys and girls.

I wish that some arrangement could be made by which Dr. Smith could spend the major part of his time addressing high school students. This would be a good way for him to round out his splendid career. He would make new young men and women out of thousands. How could any man do a greater good?

Educational Horizons

By Randall R. Penhale
Principal, Iron River High School, Iron River, Michigan

Admittedly late, it is none the less significant that this past month has witnessed more than a score of College and University announcements to the effect that courses are either now in progress (second semester) or will be offered in 1940-41 which have as their purpose the training of young men and women for the work of rehabilitation, relief, and social reconstruction.

Columbia University's School of Engineering acknowledged the trend when it recently urged its engineers to obtain a broader, less specialized educational background. The public demands a lessening of technological training in favor of the humanities and social studies . . .

Tufts College and Simmons School of Social Work have for years specialized in the preparation of young people as "social engineers", but the need of the hour is stressed in the willingness of the Simmons School to admit men graduates of Tufts for the first time. Similarly women graduates of Simmons, commencing September 1940, may matriculate at Tufts. The reciprocal arrangement will do much to improve the curricular offerings for students who have their eyes on vocations involving family welfare, relief, medical, psychiatric and social research, etc. . . .

At Haverford (Pa.) College, a 10-week project under the direction of its departments of engineering, sociology, and modern languages is already under way. Students are being taught how to make a social survey, to speak one or two foreign languages, and how to make themselves useful in building construction and maintenance . . .

Intelligent people admit reluctantly, however, the close relationship between politics and improvement of social welfare. Some suggest the need for training for politics as a career on a par with medicine and law. The plans of Dr. F. L. McCluer, president of Westminster College, Fulton, Mo., have not gone quite that far but they do call for a series of political rallies on the campus, culminating in party conventions, and a general election. Delegates from other colleges will come to Westminster to participate in the student caucuses and election. Prominent speakers engaged for platform duty include acceptances from Paul McNutt, John D. M. Hamilton, Thomas E. Dewey, Fiorello LeGuardia, and Robert Taft. An inevitable result of the Westminster venture will be the awakening of at least a few students to politics as a life work. An active supporter of the project, Governor Stark of Missouri, recently declared, "There is a field in politics for every talent and for every gift. A political party needs executive and organizing ability, advertising skill, journalistic knowledge, minds trained in accountancy and finance, orators—the list is endless." . . . Hunter College (New York City) is likewise re-emphasizing its social curriculum. Its extension and evening divisions now offer not only courses for those interested in public service, but also for positions covered by civil service. Case work, public welfare administration, housing, juvenile delinquency, crime prevention—these are problems which for the most part have been intensified since the depression . . . Down in Tallahassee, Fla., the State College for Women has inaugurated a political science course which permits a limited number of students to get actual experience as "internes" in local government. Dr. Victoria Schuck is directing the experiment. Thus it is that our educational institutions intend to cope with the problems incident to the depression and the inevitable renewal of interest in government.

◆

When a world is convulsed in the hysteria of war, there are those outside the pale of the classroom who evince much concern over the wiles of propaganda and its effects upon the schools. Intellectually, this is a healthy situation, but this writer contends the dangers in the United States are not nearly so great as some would have us believe. In the secondary field, textbooks are investigated more critically than ever before. In fact, some administrators are criticized when relatively unbiased textbooks are adopted.

◆

In the words of President Hutchins of Chicago, "Higher education can confer the capacity to read, to distinguish what is worth reading from what is not, to enjoy reading what is, and the habit of doing it. It can confer, too, the ability to think, to distinguish what is worth thinking about from what is not, and the habit of thinking about important things in a disciplined way." And schools are attempting to do just that, but it is a difficult task! But Professor Wesley H. Maurer of Michigan's journalism department does not hesitate to blame schools for the increase, he says, of authoritarianism in this country. We have failed, according to Professor Maurer, to train our citizens for clear, independent, and pertinent thinking Instruction "is still too much a process of teachers handing down judgments in various fields to their students."

◆

Twenty lecturers at the University of Berlin were recently returned to their desks to give courses in *defense* physiology, *defense* pathology, *defense* hygiene, and *defense* toxology. About 640 men were excused from further army service to continue their studies. Other soldiers frequently spend their furloughs in the class room to keep in intellectual trim pending the completion of the war.

◆

One item on the agenda at the St. Louis convention of school administrators which called forth editorial comment from many newspapers was the legislative committee's attack upon the educational policies and education record of President Roosevelt. The report stated the inaction of the President toward education "is a matter of disappointment to everyone interested in the work of the public schools in our democracy." Democratic publications and a few middle-of-the-way Republican dailies denounced the attack as most unjust. In defense of Mr. Roosevelt they cited his creation and maintenance of the CCC, NYA, support of vocational education, federal funds used for buildings, etc. What was the chief grievance of the administrators was not clear to the editors, unless it be the failure to secure outright federal aid, and that, the editorials contended, should be vigorously

(*Continued on page* 139)

The News Digest SECTION

New Teacher Unit Begun at Buffalo

BUFFALO, N. Y.—An experimental program in preparation of teachers for the three related fields of nursery school, kindergarten and primary grade instruction has been started at the University of Buffalo. The project is an attempt to solve in part the problem of limited placement opportunities in the purely pre-school field.

Students get a broad cultural background in the first three years at the university, and specialize in the fourth and fifth years. When they are ready to specialize, they pursue basic courses, such as history of education and educational psychology. Then they take courses in child development, child measurement, nutrition, nursery school practice and administration, and kindergarten and primary methods and materials. At the same time they go into the various cooperating schools for observation and practice teaching. They may also engage in research.

30,000,000 Pennies Sought to Aid Refugees

NEW YORK.—Contributions of pennies from each of the Nation's 30,000,000 school children will be asked to aid war-stricken children in other lands. Dorothy Canfield Fisher, writer and educator, said the plan to finance relief for refugees, known as the Children's Crusade for Children, had obtained support of school administrators in 30 States and would go into effect the last school week in April.

Progressives Ask Teacher Unity

CHICAGO.—Directors of the Progressive Education Association, now in its twenty-first year, mapped a long-range program today for wider activity, including both expansion of the association's own membership and closer co-operation with other educational organizations.

Meeting in connection with the annual national conference of the association, the directors discussed plans to develop local activity "wherever practical" in a move to expand the membership and influence of the organization.

Carleton Washburne, superintendent of public schools in Winnetka, Ill., president of the association, said final action on the program would be taken at a special meeting of the directors in New York May 5, 6 and 7.

BILLION MORE FOR SCHOOLS SOUGHT BY POLICIES GROUP

WASHINGTON. — A recommendation for 10 years' schooling for every child in America came today from a committee of teachers.

The educational policies commission, offering a school program "basically necessary for economic recovery and welfare," declared that boys and girls should not leave school before they are 15.

While every child should finish junior high school, the teachers said, the average child should get free schooling through junior college.

The commission proposed that, with economic recovery, America's annual school bill should be increased by a billion dollars. Expanded education, it said, would increase the nation's productivity.

Other major points in the commission's program were:

1—Expansion of vocational education to a point where boys and girls will leave school ready to enter productive jobs.

2—Free college or university training for every child of superior ability who wants to go on with his education, even though his family is unable to finance it.

The commission of 20 outstanding educators, chosen by the National Education Association and the American Association of School Administrators, issued its findings in a report entitled "Education and Economic Well-being in the United States." Dr. John K. Norton of Columbia Univeristy wrote the document.

Appropriations for education should be stepped up gradually, it said, and the program should be financed concurrently with recovery.

The commission justified the increased cost by declaring the new program would give pupils and their future families increased productive power, buying power, consuming power.

Educator Condemns Good-Mark "Bribes"

EVANSTON, ILL.—Parents will stop "bribing" their children to win high marks in school if they take the advice of a well-known university educator.

The advice comes from Dr. Whit Brogan, professor of education at Northwestern University, who reports that he has found the practice of giving nickels, dimes, bicycles, promises of vacations and other "minor bribes" is one of the greatest single causes of cheating in schools.

Brogan says an investigation of a school with 500 pupils had disclosed that 200 of them worked under some sort of reward system.

"The school grading system," Brogan says, "discourages those children who need encouragement and encourages those who would learn easily any way. Rewards for good grades accentuate this evil."

"These rewards make grades the reason and purpose of learning instead of emphasizing learning itself. Systems of punishment and reward are the greatest single cause of cheating in school."

HUTCHINS URGES QUICK DEGREES TO WINNOW CHAFF IN COLLEGES

NEW HAVEN, CONN. — An ideal university, stressing the arts and eliminating the crafts, was urged by Dr. Robert M. Hutchins, President of the University of Chicago, to correct the "money-making" emphasis of our present educational system.

Dr. Hutchins urged reconstruction of America's system of higher education. He proposed that students interested only in learning how to make money be given degrees at the end of their college sophomore year, and that only those be permitted to continue study who are really interested in fundamentals.

"The love of money and the desire for freedom to make it and equality to pursue it are the current ideals of the United States," Dr. Hutchins declared. As a result, universities feel "it is not enough to develop the intelligence of the student so that he can cope with the problems of practical life. What the pupil must have is something that will help him make money."

As a corrective to this system, Dr. Hutchins called attention to the educational methods of England.

"In England," he said, "only 40 per cent of the graduates of such schools as Eton, Harrow and Rugby, equivalent to the sophomore years, go on to a University, because a boy's position there is rated on his attendance at a public school and not on graduation from a University, while in this country the moral equivalent to the old school tie of England is the Bachelor's degree.

"So why not in one ideal University grant the student this coveted degree at the end of the sophomore year and let those who remain be the ones who really want to study!

"In that way vocational instruction will disappear from this University. Courses designed to transmit information about current affairs will disappear. Such research as merely counting telephone poles will vanish and there would be left a group of professors studying fundamental, intellectual problems with students equipped to face them.

"These students might become martyrs as those of old through being financial failures. But they would be sowing the seed for an enlightened nation and this ideal University might gain strength, power and influence. These students might alter the aspirations of our people. They might become a light to this country and through it to the world, for education provides the great peaceful means of improving society."

Supreme Court To Rule on Salute

WASHINGTON.—The Supreme Court agreed recently to review a Circuit Court decision holding that children have a right to refuse to salute the American Flag at the opening of school exercises.

The litigation involved validity of a resolution adopted by the Minersville, Pa., School Board.

Two children—Lillian Gobitis, and William Gobitis, were expelled after they refused to salute. They contended this was contrary to the Law of God and constituted bowing down to a graven image.

Their refusal was sustained by the Federal Circuit Court at Philadelphia, which ruled that a salute "is of at least doubtful efficacy" in teaching loyalty to the Nation.

Previously, the tribunal had refused to review similar cases appealed from Georgia, California, New Jersey, and Massachusetts. In each one, lower courts had upheld the flag-salute requirement.

Koreans Seek Right To Stay In U. S.

WASHINGTON. — The Korean Student Federation of North America is urging Congress to pass a bill enabling 235 Korean students to remain in the United States until their return home is judged safe.

The Korean students, according to Seunghak Cho, President of the Federation, are apprehensive lest they experience "mental and physical persecution" if forced to return to Korea to face "the Japanese militaristic iron rule."

He adds: "The humanitarian and democratic aspects of this bill are obvious and we feel that it would not be in keeping with the tradition of America if these 235 students were denied asylum in America."

Gifts and Bequests To Colleges Decrease

NEW YORK.—Gifts and bequests to a selected group of 52 colleges and universities decreased 4 per cent in the fiscal year ending last June 30, the John Price Jones Corporation, fund-raising consultants, announced. The total was $42,424,669, compared to $44,235,986 reported for the previous year. Gifts alone declined $3,914,662, but bequests gained $2,103,345.

Negro Teachers Lose Norfolk Suit

RICHMOND, VA.—Norfolk's negro school teachers have lost their effort to have the United States District Court there decree that they should be paid the same salaries paid white teachers in similar positions and with the same educational qualifications.

Federal Judge Luther B. Way, sustained a motion by City Attorney Alfred Anderson to dismiss the bill of complaint in the suit, filed by Melvin O. Alston, negro teacher in the Booker T. Washington High School, who alleged that he and other Negroes were paid less than white teachers because of race and color, and this was in violation of the Fourteenth Amendment to the Constitution. The answer to the bill set forth that Mr. Alston was employed under a voluntary contract and that whatever constitutional rights he might have had were waived when he signed the contract.

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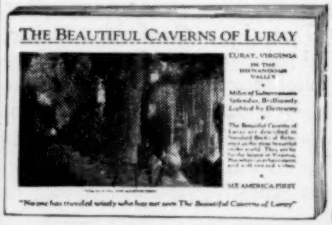

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Teacher Suspended For Not Saluting Flag

QUINCY, MASS.—Miss Elizabeth M. Graham, primary school teacher who as a member of the Jehovah's Witnesses sect has refused to salute the flag with her pupils in morning exercises, was suspended by the Quincy school committee at a special meeting.

The committee emerged from a three-hour session behind closed doors to announce that Miss Graham, who has taught for 15 years in the Quincy schools, stood suspended immediately for the remainder of the school year, and that a special meeting had been called to consider her removal.

The question of removal will be on the grounds that she has violated the state law in failing to lead her class in a flag salute at least once a week, the committee statement said.

School Teaches Family Co-operation

ST. LOUIS.—The traditional mother-in-law problem has been solved by some St. Louis couples by going to school with them.

Their unusual class is called the Psychology of Successful Living and is one of a series of adult homemaking courses being conducted by the St. Louis Board of Education during the evenings.

"There are some very interesting combinations in our class," declared James S. McAndrews, class instructor. "Not only are there married couples with their mothers-in-law, but parents with their children, and young people with their brothers and sisters. To all of them we try to impart the secret of happy home life.

"It's time we realized, I think, that of all the vocations, parenthood is the most important and the least prepared for. I expect that wherever the mother-in-law problem exists, it is very often an outgrowth of poor training for the job of parenthood."

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WOULD SLASH BOSTON SALARIES TO EXPAND SCHOOL'S PROGRAM

BOSTON.—A program of salary cuts for the teachers and administrative staff of the Boston public schools which would save an estimated $300,000 annually, was recommended to the Boston School Committee by Committeeman Joseph Lee as an expedient to make possible a four-point program of expansion in school activities.

Mr. Lee urged a pay reduction of 20 per cent for senior high school men teachers receiving more than $3,200, and a 10 per cent cut for certain administrative officials receiving more than $4,000 a year. About 400 teachers and 50 administrative employees would be affected, Mr. Lee estimated.

The expansion program urged by the committeeman calls for: (1) open gymnasia every night from Nov. 1 to May 1, (2) an enlarged department of vocational guidance to include more placement work, (3) re-establishment of the Evening Opportunity School, and (4) reduction in the number of pupils per teacher in elementary grades above the first grade. Mr. Lee also urged raising the salaries of temporary teachers from $5 to $6 per day.

NO SAVINGS ON PERSONNEL

"There has been much talk that economies should be 'shared and shared alike' by the various divisions of the school system," Mr. Lee explained. "But most of the economies have been made by dropping such projects as the Evening Opportunity School and summer vacation classes. The pay rolls have suffered little or no economies. In my opinion, it is time to start economizing in the personnel item, which reaches $12,800,000 a year, so we can continue some valuable activities that have been curtailed or halted."

Felons' Study Wins Approval

BERKELEY, CALIF. — Convicts at Alcatraz and in the state prison at San Quentin are making exceptional showing in their university work, the University of California announces.

Study facilities are extended to all by the university through its extension division.

At present there are 131 San Quentin felons and 107 in Alcatraz who are enrolled in the division's correspondence courses.

Most popular of all the courses is that of radio communications, in which the convicts feel there is the greatest chance for employment when they are free.

Next in popularity are courses in English, journalism and engineering.

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WAR THREATENS OVERTHROW OF ENGLISH 'PUBLIC' SCHOOL SYSTEM

LONDON. — Conservative Britons snorted defiantly into their morning papers recently over reports that the war may force extinction of "the public school" which, since the Middle Ages, has molded British gentlemen.

Rationed breakfast bacon turned cold as wearers of "the old school tie" read accounts of educational authorities predicting the end of the traditional system that is public in name only.

Most prominent of those whose predictions were received generally as "a ghastly possibility" was an old school man himself, Sir Cyril Norwood, former headmaster of famed Harrow School, which is one of the most aristocratic schools.

Sir Cyril was reported to have told Royal Air Force officers in France that the public schools "have produced their leaders, but after the war their day is done" as educational cloisters of the high born.

The burden of war taxation would result in an insufficient number of parents "who can afford to pay £200 ($800) a year for the education of a boy," said the former headmaster.

To preserve the schools in modified form—since "it would be folly to abolish them"—he suggested government control and scholarships.

"A proportion of free places must be filled with elementary school children, chosen by interview and record," he said.

"Life would be less costly. The boys could black their own shoes and make their own beds."

Sir Cyril's thoughts were echoed in the House of Commons debate on the £50,000,000 ($200,000,000) annual educational budget measure.

While the Laborite Daily Herald opposed strongly state aid for "an odious system of snobbery that perverts British education," H. B. Lees-Smith told the House that "more than 90 per cent of the public schools will have to close after the war if they are to be dependent on the same classes which go there now.

"The unnatural system," he said, has resulted in virtually "two nations," with the masses educated in the state-controlled day schools and the sheltered lads in Harrow and Eton.

U. S. Held Refuge For Rare Books

PROVIDENCE, R. I. — American librarians and collectors must provide a refuge in this country for collections of rare books in England and on the Continent that are now threatened by war, Margaret B. Stillwell, librarian of the Annmary Brown Memorial Library of Incunabula in Providence, R. I., declared at a special convocation at Columbia University celebrating the 500th anniversary of the invention of printing.

Bill Permits City To Cut Salaries

ALBANY, N.Y. — The Assembly Ways and Means Committee reported out of committee recently by a vote of 8 to 4 a sweeping bill affecting salaries in New York City of teachers, court employes and county officers. It would permit pay cuts up to 10 per cent for all those receiving more than $3,000 a year.

It would also declare that whenever the Board of Estimate imposed such pay cuts the mandatory nature of the salary should be suspended, so that the county officers, for example, could not increase salaries in their divisions. No time limit is put on the duration of the pay cut.

Colleges Need Radicals Says Holyoke President

SPRINGFIELD, MASS.—Every college needs a few "reds," in the opinion of Dr. Roswell Gray Ham, President of Mount Holyoke College.

"The experimental tendency of youth is a characteristic that should not be snuffed out," he told a joint meeting of Kiwanis and Exchange Clubs, "and it is too soon replaced by conservatism. I would be fearful of a college that did not have some radicals."

Recalling Calvin Coolidge once asserted Mount Holyoke was without a single radical, Dr. Ham added: "The college was worried for some time by that compliment."

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Colleges Unite For Radio Chain

PROVIDENCE, R. I.—Brown University has been selected as headquarters for the coming year of the Intercollegiate Broadcasting System. The system was organized at a conference of delegates from 12 New England colleges.

Once broadcasting systems are established in other colleges, the IBS will act as a medium through which programs and ideas will be exchanged, and as an agency for securing sponsors.

The following colleges were represented at the conference: Columbia, Cornell, Dartmouth, Harvard, Massachusetts Institute of Technology, Pennsylvania, Rhode Island State, Connecticut, New Hampshire, Wesleyan and Williams.

Sees Camping Part Of School System

NEW YORK.—Camping will become a part of the public school system before another quarter of a century has passed, according to Mrs. Johanna M. Lindlof, Board of Education Commissioner.

Mrs. Lindlof, who led a movement which provided free camping opportunities for 110 underprivileged children here last summer, told of the importance of camping in every child's experience.

"Camping in its ideal state preesnts life situations," she added. "Children learn that life conditions necessitate co-operation—not artificial working together, but a planned sharing for a common end."

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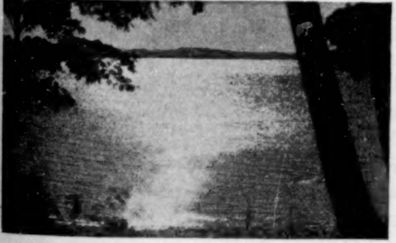

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Says Teachers Should Learn from Pupils

CAMBRIDGE, MASS. — Success in teaching requires a teacher who is able to learn from the students, Associate Professor Charles I. Gragg of the Harvard graduate school of business administration stated in an article in the Harvard Educational Review.

True teaching is not a process of stuffing students with facts and opinions, but the development of "creative thinking," Prof. Gragg said.

"The teacher will not succeed in leading his student to receive ideas with a lively and formative spirit unless he, himself, shows toward his students a comparable attitude of being willing to learn from them," he declared.

"The teacher who has given up the art of learning from his students should also give up the practice of teaching."

Sacramento School Aids Store Workers

SACRAMENTO, CALIF.—When a surprised store patron is told "that chapeau is exquisite on you, madame," instead of "the hat looks cute, dearie," there is a fair chance the sales girl is trying out her new vocabulary course which the Sacramento Evening High School instituted recently under the direction of Robert S. Livingston, Coordinator for Retail Training in the Sacramento Junior College.

Enrollment has been limited to full-time or part-time retail employees. Fifteen meetings of the class have been scheduled for the spring semester. Sessions are held weekly.

$200,000 Scholarships For Worthy Boys

BOSTON. — Scholarships totaling $200,000 to leading Boston colleges and technical schools will be available next Fall for worthy boys, it was announced by J. Willard Hayden, head of the Hayden Foundation, today.

Through State Commissioner of Education Walter F. Downey, Mr. Hayden said the funds, left by his brothers the late Charles Hayden, Boston banker and philanthropist, would be available to Boston and New York boys who otherwise could not continue their academic courses beyond high school.

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Boston institutions that will be granted the Hayden funds include: Massachusetts Institute of Technology, which was Mr. Hayden's alma mater; Boston University, Northeastern University, Franklin Institute, Wentworth Institute and the Farm and Trade School on Thompson's Island.

New York schools participating in the scholarships are: New York University, Columbia, Fordham, Stevens Institute of Technology, and the New York Trade School.

The scholarships are designed to reach, Commissioner Downey said, boys who would profit from continued training along specific lines, but whose parents are unable to send them to college.

EDUCATIONAL HORIZONS

(*Continued from page* 134)

opposed. And it would seem that student opinion in at least 15 universities supports the press in this attitude. A survey conducted by Professor Elmo Roper for *Fortune* magazine discloses that only 7.4% of the students interviewed considered assistance by the federal or state governments as desirable. Federal aid to education as a topic for discussion will, however, come up for debate at Ann Arbor, Michigan, on May 15-18 when the National University Extension Association Convention meets there.

Book Reviews

Why Educate?

FUNDAMENTALS OF DEMOCRATIC EDUCATION. By Robert Ulrich.—New York, Chicago, Cincinnati, Boston, Atlanta, Dallas, San Francisco: American Book Company.

Certain methods and devices of education are easily acquired—traditional techniques by some, progressive ones by others. Even the reasons for education — the superficial reasons — are not hard to understand. Youth must learn how to learn, must prepare for college, must gain culture, or must be fitted for a useful place in society.

But to attack the problem at its roots; to discover the deep-down, fundamental purposes of the educative process, say for a democratic civilization is far from easy. And if we try to probe still deeper into the reasons for preferring the democratic ideal to others that are more loudly and aggressively advanced today, the task of the educational philosopher gathers even more complexity and calls for knit brows and rather high ones also.

To the comprehensive study of this democratic education and all its whys and wherefores, Robert Ulrich addresses himself in this volume. He summons to his aid whatever of sociology, psychology and the science of education he finds essential. And from this venturesome three-dimensional investigation, he brings back stimulating, clarifying thoughts. He is convinced for one thing, that we in America cannot depend upon Europe to supply that nourishment for educational concepts which our fathers once drew from that source.

Ours must be a creative development mostly our own; and it must take into account the whole of man in all his relationships, as democracies alone may do—for that which is called "totalitarianism" might more truly be called "partialism" from its failure to deal with the whole human being.

This treatise on the "Fundamentals of Democratic Education" thus lifts education to its proper dignity as a rational attempt to lead human life toward its best fulfilment.

Man and The Map

WORLD GEOGRAPHY. By A. W. Abrams and E. L. Thurston.—New York, Chicago, Atlanta, Dallas: Iroquois Publishing Company.

Topping an important five-book series, is "World Geography," designed for upper elementary grades. Well-chosen illustrations grouped on special pages have freed the reading matter from interruptive pictures. Reference maps without colored backgrounds but with black-on-white lettering and blue boundaries and water areas afford surprising legibility.

The purpose of the book is to bring together the geographic facts previously studied and to combine other facts needed to show the effects of geographic conditions upon national economies and international relations. What seems at first thought like a large order for children of eleven or twelve has been successfully achieved by the authors.

This thoroughly modern text should contribute greatly to preparing young citizens to live more intelligently in an upheaving world—a world whose principal earthquakes are of man's own making.

More Good Reading

ENGLISH WRITERS. By Tom Peete Cross, Reed Smith, Elmer C. Stauffer, and Elizabeth Collette.—Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

The "Good Reading" series of books of literature for high schools has now been before the public for about ten years. At their first appearance one English teacher was heard to ask another, "Are they anthologies or histories of literature?" and received the reply, "Both." This is entirely true of the volumes for the third and fourth years, *American Writers, Revised* and *English Writers, Revised*. In each of these books there is an ample supply of literature itself, as well as biographies of the authors, discussion hints, and other pedagogical paraphernalia.

English Writers, Revised follows the general pattern of its predecessor. The outstanding change is in format. In spite of its many excellent qualities the first *English Writers* was a rather drab-looking brown book. The present volume is a fine specimen of modern streamlined book-making. It is beautiful externally and even more so inside the covers. It contains eight especially fine colored illustrations, besides many other pictures, and numerous portraits of authors. This revised edition of *English Writers* is possibly the most attractive book in an exceptionally attractive series.

It must not, however, be thought that its "physique," admirable as it is, is the outstanding merit of *English Writers, Revised,* since this new book has all of the good qualities of the first edition and is also characterized by many decided improvements. The principles expressed in *An Experience Curriculum* and *A Correlated Curriculum* have had a strong influence upon the changes made in the process of revision. Without a doubt boys and girls who are brought into contact with this book in their senior year will find literature not a task but a pleasure.

Americanism for the Grades

THE DEMOCRACY READERS. SEVEN BOOKS—PRIMER THROUGH GRADE VI. Edited by Prudence Cutright and W. W. Charters. Various Authors and Artists; over 800 illustrations.—New York, Boston, Chicago, Dallas, Atlanta, San Francisco: The Macmillan Company.

How to protect and perfect our heritage of democracy is surely one of the most serious problems of our time.

A series of "Democracy Readers" for the elementary grades has been prepared by The Macmillan Company as one very potent means of meeting this problem. The project has been executed with admirable understanding and effectiveness under the joint editorship of Prudence Cutright and W. W. Charters. The task of analyzing our democracy into its elements and then of presenting all these elements in concrete, interesting and convincing fashion to children of different ages, called for rare abilities of educational authorship. That such abilities were found and put to service in this patriotic undertaking is evident to any one examining these "Democracy Readers."

Starting with a primer that deals in simple story form with the co-operative traits so fundamental to democracy—these readers advance by gradual stages, utilizing narratives, essays and a wealth of pictures, until upwards of thirty democratic fundamentals have been written into the hearts and minds of boys and girls.

We cannot commend too warmly the fine spirit of these readers or the teaching power that has gone into each of them. If every American, old or young, could be exposed to such influence as these books provide, we should have little to fear from foreign *isms* or from domestic abuses traceable to misconceptions of the American way of mutual respect and freedom.

Junior Journalists

JOURNALISM AND LIFE. By D. E. Mitchell, Boise (Idaho) High School. Boston: Little, Brown and Company.

In the new text for secondary schools, "Journalism and Life," thoughtful guidance is given toward the goal of maximum growth for the youthful newspaperman, whether his work be on the editorial or the business side. Here are both how to do it and what it is all about.

A generous portion of the book is given over to the social relationships and implications of journalism, whether in the school or in the larger community outside. A remarkably explicit chapter deals with the subject of libel—that ghost that haunts the corridors and cobwebs of every publication office. To know the meaning of libel is in itself an education in consideration for the rights of others.

Foreign-Language Problem

MODERN-LANGUAGE TEACHING. By Charles H. Handschin.—Yonkers-on-Hudson, Chicago, Boston, Dallas, San Francisco, Portland: World Book Company.

This book can be described as a survey of the best current opinion concerning modern-language teaching. It recapitulates for the prospective teacher the most significant aspects of recent professional discussion and reports the results of tests and experiments in this field, laying special stress upon the findings of the Modern Foreign Language Study. The book is intended primarily for use as a text in methods of teaching the subject, yet the teacher in active service who desires to keep step with the march of progress cannot afford to ignore it. *Modern-Language Teaching* is an unusually comprehensive work, being essentially a survey of the section of the curriculum with which it deals.

Professor Handschin lays a broad and deep foundation in his earlier chapters, the first of which bears the title, "History and Survey of Present Status of Modern-Language Courses in the United States." This especially well-written chapter is not confined in its interest to language teachers only, but is worthy the attention of all real educators. Other chapters deal with topics like "Objective," "General Methods," and "Teaching Grammar." The one on the "Development of Reading Ability" contains some highly illuminating material on methods of making the shift from translation to real reading. Over thirty pages of the book are devoted to various inclusive bibliographies.

A Book of Backgrounds

HOMELANDS. By Merlin M. Ames, J. Sterling Morton School, Cicero, Illinois and Jesse H. Ames, President State Teachers College, River Falls, Wis.—St. Louis, Dallas, San Francisco: Webster Publishing Company.

That the story behind modern civilization can be told in a manner not to bore but to thrill boys and girls, is unmistakably evidenced in the text, "Homelands." What we have in America today is a confluence of many streams flowing from the past and from many nations. The book carries the story adown to yesterday, when immigrants arrived from many different lands to transplant their customs and cultures among us. The text is liberally interspersed with pictures which add to the clarity of well written reading matter. "Homelands" should deepen many a child's appreciation of what earlier peoples have done to make the lives of all of us today much happier and richer.

Writing in the Grades

LANGUAGE IN THE ELEMENTARY SCHOOL. By Paul McKee.—Boston, New York, Chicago, Dallas, Atlanta, San Francisco: Houghton Mifflin Company.

The first edition of this book was published five years ago. It was a companion volume to the author's work on the teaching of reading and literature, and in it he applied the consideration of teaching techniques to composition, spelling and handwriting.

The general pattern of this new edition remains very much the same as that of its predecessor. The same careful consideration is given to the teaching of these basic subjects. This revised text is also rich in information in regard to the most important results of experimental research with reference to the teaching of these three aspects of the general subject. Yet a careful investigation of the book shows that marked changes have been made. The introductory chapter, which deals with the aims in the teaching of language had been completely rewritten. Throughout the other chapters one can find many paragraphs that have been restated. The references and citations have been subjected to a marked revision, which has made them as up-to-date as material can be in a field in which research is continuously being made.

In its original form *Language in the Elementary School* proved to fill a real need, and there is no doubt that this Revised Edition will be of equally great value to teachers ambitious to keep in touch with the latest and best methods of teaching these genuine fundamentals.

Algebra Plus

MATHEMATICS IN ACTION. BOOK THREE. By Walter W. Hart and Lora D. Jahn. Boston, New York, Chicago, Atlanta, San Francisco, Dallas.—D. C. Heath and Company.

Book Three of "Mathematics in Action" offers the type of curriculum which is slowly, and no doubt sanely, replacing "First Year Algebra." The newer program omits much of the more complicated drill work, substituting a certain amount of geometry and even of trigonometry, not to mention some review of arithmetic. And it puts much emphasis upon the practical, problem-soving values of mathematical science.

The text by Hart and Jahn is not too large or heavy a book to be swung across a junior's shoulders with ease and pleasure along with two or three other texts needed for home work. Pupil interest is aroused and maintained by the challenge of the everyday encounter with numerical questions. The pupil checks his mastery at intervals by means of "disguised diagnostic tests." The problems, while echoing many of the types well known to all old timers, are concerned with modern situations, and each kind of problem is explained at its first appearance in the text. Provision is made for the more capable student by means of starred exercises.

This up-to-date handling of ninth grade mathematics should commend itself to many teachers—to the greater joy and satisfaction of their classes.